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**1936**

**TAYLOR  
UNIVERSITY  
BULLETIN  
CATALOG  
NUMBER**



**UPLAND, INDIANA**

# Taylor University Bulletin

*Ninetieth Annual*

CATALOG  
NUMBER



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## The William Taylor Foundation

Rev. L. G. Jacobs, D.D., President  
 Grover Van Duyn, Vice-President  
 Forrest C. Miller, Secretary  
 Dr. Otto U. King, Treasurer  
 Rev. F. K. Dougherty, D. D., Endowment Treasurer

### Board of Directors

Term Expires 1936

Rev. F. K. Dougherty, D.D. .... Muncie, Ind.  
 Rev. L. G. Jacobs, D.D. .... Goshen, Ind.  
 Dr. Otto U. King .... Huntington, Ind.  
 Mrs. Ella G. Magee .... Bloomsburg, Pa.  
 Grover Van Duyn .... Indianapolis, Ind.

Term Expires 1937

Rev. J. F. Cottingham, D.D. .... Upland, Ind.  
 Forrest C. Miller .... Upland, Ind.  
 Rev. A. W. Pugh .... Noblesville, Ind.  
 Rev. Harold Paul Sloan, D.D. .... Woodbury, N. J.  
 Judge C. L. Walters .... Decatur, Ind.

Term Expires 1938

Rev. W. H. Bransford, D.D. .... Anderson, Ind.  
 Rev. H. W. Bromley, D.D., L.H.D. .... Cynthiana, Ky.  
 W. H. Polhemus .... Daleville, Ind.  
 Rev. Robert Lee Stuart, D.D. .... Upland, Ind.  
 Rev. John Ward Rose .... Tipton, Ind.

### Committees of the Board

Executive—L. G. Jacobs, O. U. King, Forrest C. Miller, R. L. Stuart, Grover Van Duyn.  
 Finance—O. U. King, Forrest C. Miller, A. W. Pugh.  
 Faculty—Grover Van Duyn, F. K. Dougherty, John Ward Rose.  
 Buildings and Grounds—L. G. Jacobs, W. H. Bransford, W. H. Polhemus.

# College Calendar

1936 — 1937

## First Semester

September 7, Monday 7 P. M. .... Faculty Meeting  
September 8, Tuesday ..... Freshman Day  
September 9, 10, Wednesday and Thursday ..... Registration  
November 2-6, Monday to Friday ..... Mid-Semester Tests  
November 26, 27, Thursday and Friday ... Thanksgiving Recess  
December 18, Friday, 4 P. M. .... Christmas Vacation begins  
January 4, Monday, 7:45 A. M. .... Class Work resumed  
January 21-26 ..... Final Examinations

## Second Semester

January 27, Wednesday ..... Registration  
March 22-26, Monday to Friday ..... Mid-Semester Tests  
March 26, Friday, 4 P. M. .... Easter Recess begins  
March 31, Wednesday, 7:45 A. M. .... Class Work resumed  
May 2, Sunday ..... Bishop Taylor's Birthday  
May 25-28 ..... Final Examinations  
May 30, Sunday ..... Baccalaureate Sunday  
May 31, Monday ..... Annual Meeting of Trustees  
May 31, Monday ..... Alumni Reunion  
June 1, Tuesday ..... Commencement



## Administrative Officers

Robert Lee Stuart	-	-	-	President
Burt W. Ayres	-	-	-	Vice-President
J. Arthur Howard	-	-		Dean of College
George Evans	-	-	-	Registrar
Theodora Bothwell	-			Director of Music School
George Fenstermacher	-	-		Dean of Men
Ethel Foust	-	-	-	Dean of Women
Guy Duckwall	-	-	-	Office Manager
Irma Dare	-	-	-	Dietitian
Ivel Guiler	-	-	-	Librarian

## Faculty

### COLLEGE OF LIBERAL ARTS AND SCIENCES

ROBERT LEE STUART, D.D.

President

Taylor University, Ph.B., D.D.

(1931)\*

GERALDINE ALLBRITTEN, A.M.

Assistant Professor of English and Assistant Director  
of Physical Education

Southwestern College, A. B., University of Kan-  
sas, A. M.

(1934)

BURT W. AYRES, A.M., Ph.D., LL.D.

Vice-President and Associate Professor of Philoso-  
phy

Taylor University, B.S.; A.M.; Ph.D.; LL.D.

(1897-1906) (1910)

WILLIAM HERSCHEL BARNARD, A.M., Ed.D.

Professor of Education

University of Alabama, B.S. in Education; Teach-  
ers College, Columbia University, A.M.; Indiana  
University, Ed.D.

(1935)

ELISABETH C. BENTLEY, A.M., A. M., Ph.D.

Professor of English

Missouri Wesleyan College, A.B.; Boston Uni-  
versity, A.M., English; Columbia University,  
Teachers College, A.M., Education; Cornell  
University, Ph.D., English.

(1935)

JAMES CHARBONNIER, A.M., B.D.

Professor of Bible, Theology and Greek

Geneva University College, A.B.; Yale Univer-  
sity, A.M.; Drew Theological Seminary, B.D.;  
Graduate student Geneva University, Doctorate  
in Belles-Lettres, In pectore.

(1934)

WILLIAM H. CRAWFORD, A.M.

Assistant Professor of Economics and Director of  
Physical Education

Southwestern College, A.B.; Kansas University,  
A.M.; University of California School of Educa-  
tion, summer 1931; Kansas University School  
of Law, summer 1934.

(1935)

\*The year of appointment is given after each name.



**IRMA DARE, A.M.**

Assistant Professor of Home Economics (1925)  
Taylor University, A.B.; Columbia University,  
A.M.

**WILBUR COOKMAN DENNIS, A.M.**

Assistant Professor of Speech. (1934)  
Ohio Wesleyan University, A.B.; Taylor University, A.M. Graduate student, Northwestern University, five terms, Ohio Wesleyan University, two years. (Not all work beyond A.M.)

**OLIVE MAY DRAPER, A.M.**

Professor of Mathematics and Physics. (1914)  
Taylor University, A.B.; University of Michigan, A.M. Graduate student, Columbia University, summer 1927; State University of Iowa, summers 1928, 1929, 1930 and 1931.

**GEORGE EVANS, A.M., D.D.**

Registrar and Professor of Latin (1920)  
Lawrence College, A.B., A.M., D.D. Graduate student, Johns Hopkins University, 1904-1906, 1912-1913; University of Chicago, summer 1911.

**G. MARLOWE EVANS, M.S., Ph.D.**

Professor of Chemistry (1933)  
University of Michigan, B.S. in Chemistry; University of Michigan, M.S. in Chemistry; State University of Iowa, summers 1928, 1929, 1930. Graduate work in Mathematics and Physics; University of Michigan, Ph.D.

**GEORGE FENSTERMACHER, A.M.**

Dean of Men and Professor of German (1922)  
Taylor University, A.B.; University of Chicago, A.M.

**ETHEL LENORE FOUST, A.M., M.R.E.**

Dean of Women and Assistant Professor of Bible and Religious Education. (1934)  
Wheaton College, A.B.; Columbia University, Teachers College, A.M.; Biblical Seminary, M.R.E.

**SUSAN B. GIBSON, A.M.**

Associate Professor of French (1927)

Albion College, A.B.; University of Michigan, A.M. Graduate student, Columbia University, summer 1918; University of California, summer 1923; University of Wisconsin, summer 1924; Pennsylvania State College, summer 1926; University of Grenoble, France, summer 1928; University of Michigan, summer 1931.

**IVEL GUILER**

Librarian (1924)

Taylor University, A.B. One year of Library Science at the University of Michigan and Columbia University. One summer toward M.A. in Library Science at the University of Michigan.

**J. ARTHUR HOWARD, A.M.**

Dean and Professor of Sociology (1926)

Occidental College, A.B.; University of Wisconsin, A.M.; Graduate student, University of Wisconsin, summer 1926; State University of Iowa, summers 1927, 1928, 1929 and 1930.

**MARY F. JONES, A.M.**

(Supply Instructor) Latin (1922)

Taylor University, A.B., A.M. One year resident work in Classical Languages University of Chicago and University of Michigan.

**SAMUEL M. KING, A.M.**

Assistant Professor of Psychology (1935)

Hesston College, A.B.; University of Nebraska, A.M.; Graduate student, University of Kansas, 1926-1928; University of Chicago, autumn 1933, winter 1934.

**GEORGE T. OBORN, A.M., Ph.D.**

Professor of History (1933)

DePauw University, A.B.; Boston University, S.T.B., A.M.; University of Chicago, Ph.D.

**WILLIAM J. TINKLE, A.M., Ph.D.**

Professor of Biology (1933)

Manchester College, A.B.; Bethany Biblical Seminary, 1919-1920; University of Wisconsin, Stone Laboratory; Ohio State University, A.M., Ph.D.



## Faculty Committees

(First named is chairman of Committee)

**Athletics**—Crawford, Allbritten, Oborn.

**Commencement Program**—President Stuart, Dean Howard, Bothwell.

**Credits**—The Dean, The Vice-President, Registrar, Oborn, Tinkle, Barnard.

**Honorary Degrees**—Ayres, Tinkle, Fenstermacher.

**Intercollegiate Debating**—Dennis, Allbritten, Foust.

**Library**—Guiler, Gibson, Bentley.

**Lyceum**—Bothwell, Charbonnier, Howard.

**Museum**—Tinkle, Oborn, H. Evans.

**Registration**—The Dean, Ayres for Seniors, G. Evans for Juniors, Draper for Sophomores, Fenstermacher, Oborn, Barnard, Tinkle for Freshmen.

**Scholarships**—Ayres, Draper, G. Evans.

**Social Activities**—Oborn, Dare, Jones.

**Student Finance**—Duckwall, Tinkle, Ayres.

**Student Organizations and Publications**—Fenstermacher, Dennis, H. Evans.

**Vespers**—Kreiner, Guiler, Betzold.

## Historical Development

Taylor University was first known as the Fort Wayne Female College, which was organized in 1846, by the Indiana Conference of the Methodist Episcopal Church. In 1852 it was united with the Collegiate Institute of the same place and became the Ft. Wayne Methodist Episcopal College, a co-educational school. In 1890 it passed under the control of the National Association of Local Preachers of the Methodist Episcopal Church and its name was changed to Taylor University. It was named for the missionary bishop, William Taylor, called in Hurst's history, the modern St. Paul.

On July 31, 1893, the institution was rechartered and moved to its present location. Rev. T. C. Reade, LL.D., was President at the time the location was changed from Fort Wayne to Upland. In its new location it began with a campus of ten acres of land and \$10,000.00 donated by the citizens of Upland. The energy, consecration and self-sacrifice of President Reade and his helpers built up the institution from these small beginnings. The rates were made extremely low that a college education might be placed within the reach of the common people.

After personal visitation and examination into the character and work of the college, Bishop Taylor gave it his hearty endorsement, prayed for it three times every day and assisted it by his influence and with his means. It found a place in his great heart because of its spirituality, its missionary enthusiasm and its interest in students needing financial assistance. All who have become familiar with its output of Christian manhood and womanhood heartily endorse his statement that "this work is of God." There is a sacred memory in connection with the fact that Bishop Taylor helped to lay the corner stone of the present administration building.

In 1921 the National Association of Local Preachers of the Methodist Episcopal Church transferred Taylor University to the Alumni Association. The Alumni Association in turn conveyed it to The Legal Hundred of Taylor University. Later The William Taylor Foundation was organized and to this body passed the control of Taylor University.

It is felt that this Foundation is very fittingly named, since Taylor University still holds to the same traditional policies of world evangelism, and the spreading of Scriptural Holiness which were dear to the heart of Bishop William Taylor.

The William Taylor Foundation is a regularly incorporated body according to the state laws of Indiana; and is made up of a Board of Directors of fifteen persons. Section two of the Articles of Association says the directors of the Foundation shall be chosen as follows:

"Three (one each year) by the members of The William Taylor Foundation at its annual meeting.

Three (one each year) by the Alumni Association of Taylor University at its annual meeting.

Three (one each year) by the North Indiana Annual



Conference of the Methodist Episcopal Church. These may be ministers or laymen.

The President of Taylor University shall be *ex officio* a member of the Board.

The five remaining members shall be elected by the ten members as above constituted; the election shall be by ballot and a majority vote is required for election.

The members of the Board of Directors of The William Taylor Foundation shall be persons of high and recognized Christian character; and shall be members of some protestant evangelical church; and in sympathy with the traditional policies of Taylor University."

These men must be sympathetic with Taylor University's missionary and evangelistic policies, and its attitude to the Holy Scriptures as the Word of God.

You can readily see the thought of this body is the perpetuating of an institution that will be interdenominational. The Board has desired from the beginning to have Taylor University definitely strengthen the work of the evangelical churches and to send the young people back into their church groups to be loyal to the Christ of these churches.

The educational work in the college is intrusted to an administrative group elected by the Board of Directors. This group has to do with the carrying out of the details of the educational task of Taylor University. It is composed of the President of the college, the Vice-President, Dean, Head of the Department of Education, and Business Manager.

## PURPOSES OF TAYLOR UNIVERSITY

In order that the friends of an effective Christian college may see something of the background of this institution, you will find below Article IV of the Articles of Association of The William Taylor Foundation:

"For the purpose of more explicitly setting forth the meaning of Christian Education as used by the framers of this charter and the methods and policies by which the proposed results are to be achieved, through Taylor University, or any affiliated educational institution under the control of this Foundation, the following statement of belief and practice is set forth:

The fundamental doctrines of evangelical Christianity as set forth in the common Christian creeds are accepted.

The Bible is recognized as the Word of God showing God's progressive revelation of His own thought and will to man.

The integrity of the Holy Scriptures and the personal identity of the Holy Spirit in the work of glorifying Christ are not questioned.

The subject of the Bible is redemption, inspired by the love of God the Father, grounded in the atoning sacrifice of God the Eternal Son, and made effective to the human soul by God the Eternal Spirit.



The great reproducible experiences of evangelical Christianity as taught in the Bible, such as the new birth, or conversion of the sinner, and the baptism of the Holy Spirit for the believer, are taught as the privilege of every one.

As a result of these blessed experiences coming to us through this glorious Gospel we joyfully acknowledge our obligation to carry the good news of God's grace to all men everywhere."

A part of Article V:

"The school, Taylor University, shall be interdenominational in its service; and a member of any Christian denomination who is in harmony with the doctrine and policy of the school as set forth in Article IV, shall be (admitted to the student body). Taylor University shall be maintained with its traditional missionary and evangelistic policies and its attitude to the Holy Scriptures as the Word of God. It shall seek to maintain an atmosphere stimulating to spiritual aspiration and to the practice of Christian ethics. It shall cultivate an attitude of respect for and interest in the organized church."

No institution that has caught the spirit of Bishop William Taylor could be local or provincial in its outlook. Students come to us from many states and foreign countries. These world-wide influences in the midst of a splendid intellectual life give the students who come to Taylor University a distinct advantage.

The task intrusted to the faculty of Taylor University is to build Christian character in the youth who enter her halls. The emphasis is made daily upon the ethical and spiritual in education. It is felt that this character must be built upon the enduring foundation of the Gospel of our Lord and Saviour Jesus Christ.

The doors are open to Christian youth who desire a standard college education in the midst of an ideal spiritual atmosphere. Students are taught to think and to face the facts of life, but always to feel that they have an anchor that is sure and steadfast through the great Divine redemption wrought out by Jesus Christ.

## **OBJECTIVE—AN EFFECTIVE CHRISTIAN COLLEGE**

Education and religion are God's surpassing gifts to the youth today. Everything that education has to offer is welcomed and used in the reaching of the objective, but always with the thought that it must be controlled and directed by the Spirit of Christ. Education and religion must not be divorced. While all of this vast field of education which is so rich in its offerings is used, in order for it to be effective it must be presented by highly trained men and women who are definitely Christian themselves and who help to create a sane, Christian atmosphere. Such influences are brought to the student life that whether ministerial or lay they are made to feel themselves a part of the great ongoing Christian educational movement which they will later be called to lead.

## ACADEMIC STANDING

Taylor University is a standard College of Liberal Arts. It has been given this rating by the State Board of Education and appears listed among other standard colleges of the state in Bulletin No. 19 of the United States Department of the Interior.

Taylor University students enter the great universities of America and receive full credit for standard liberal arts work.

## LOCATION

Taylor University is located in Upland, Indiana, on the Pennsylvania Railroad between Columbus, Ohio, and Chicago, Illinois; one hundred forty-five miles from Columbus and one hundred sixty-nine miles from Chicago. It is twelve miles east of Marion, seven miles west of Hartford City, and seventy-five miles northeast of Indianapolis.

The University grounds are one mile south of the railroad station on Indiana state routes 22 and 221. The main campus lies in the corporate limits of Upland. It occupies a slightly elevated position which gives a commanding view of the surrounding country.

Upland may be reached by way of Hartford City, seven miles east, by interurban from Fort Wayne and other points; Jonesboro, six miles west, by Big Four trains (C.C.C. & St. L.) from Louisville, Cincinnati and northern points, and Chesapeake and Ohio trains from Cincinnati or Chicago.

Passengers from Detroit and eastern lines will intersect the Pennsylvania line through Upland at Union City, Indiana. Passengers from Indianapolis may come to Jonesboro on the Big Four, or to Hartford City on the traction line.



## Educational Equipment

**The Mooney Library** is housed on the main floor of the Administration building. It contains 13,500 bound volumes and a large number of pamphlets. The reading room is well lighted and has a capacity for seating eighty persons. The library is open during the day and evening of each week day, except Friday evening.

A good selection of current periodicals, including several technical journals are available in the reading room. The adjoining room and hallway are used for book stacks and the reserve section. All books are accessible to the faculty and students, and are classified according to the Dewey Decimal system and cataloged by author, subject and title.

**The Clippinger Observatory** is located on the south side of the campus. It is named in honor of Dr. Charles L. Clippinger, former dean of the college. The telescope is a ten and one-half inch reflector, equatorially mounted.

**The Science Lecture Room** has forty tablet-arm opera chairs, a lecture desk, and a large combination projection lantern. The desk is fitted with gas, water, steam, compressed air, and both direct and alternating currents of electricity. The direct current is supplied from a four and one-half K. W. motor-generator set.

**The Physics Laboratory** is equipped with the necessary apparatus for laboratory and demonstration work. The room has gas, water, and both direct and alternating currents of electricity.

**The Chemical Laboratories**, occupying the north half of the ground floor of Maria Wright building, equipped with ventilating fans, are fashioned to meet latest standard requirements.

**The Biological Laboratories** are equipped with dissection tables, instruments, standard compound microscopes with table lamps for same, lenses, microtome, electric oven, aquaria, large terrarium, preservation tanks, herbarium, manikin, human skeletons, life-size model of human body and twelve others, life history demonstrations, balances, and various nets.

**The Walker Museum** is located in a large room on the first floor of Sickler Hall and is one of the points of interest on the campus. It includes mounted skeletons of the elephant, llama, lion and several others; and the bones of the famous mastodon discovered near Taylor in 1928. Collections of minerals, fossils, and ores also are displayed here. Of great interest is the collection of weapons, idols, and other articles of handicraft donated by Dr. John C. Wengatz, missionary to Africa. The college would welcome similar gifts from others.

**The Athletic Field** is located just west of the gymnasium. It is equipped with tennis courts, baseball diamond and track.



## Grounds and Buildings

The grounds of Taylor University now total one hundred and sixty acres, a square block, one-half mile in either direction, beginning at the south edge of Upland and fronting an extension of Main Street. Added to this is a number of city lots north of the campus, some of which are improved with cottages or bungalows, used by professors or rented to patrons. "University Place" is a pleasant residential section.

**H. Maria Wright Hall** is the main building and is located near the center of the campus. It contains administrative offices, recitation rooms, laboratories and library. The third floor of this building has been remodeled to include a well equipped small auditorium for the department of Speech. It is known as Speirs Hall.

**Helena Memorial Music Hall** is located southeast of H. Maria Wright Hall. This building was made possible by the bequest of Mrs. Helena Gehman of Urbana, Ohio. The name was designated in the will. A bronze tablet bears this inscription: "Erected in honor of Rev. R. W. Gehman, a Pioneer Local Preacher of Urbana, Ohio, 1911." While the building was made possible by this bequest it was supplemented by a very substantial gift from Mr. and Mrs. Israel B. Shreiner, and by other smaller gifts.

The School of Music occupies the main floor of this building. The second floor is the Chapel, known as Shreiner Auditorium. It is equipped with Pipe Organ and Grand Piano.

**Magee-Campbell-Wisconsin Hall** is a building erected for women. The north unit is Stanley Magee Memorial. The middle unit is the John D. Campbell Building. The south unit is the Wisconsin Building. There are more than a hundred seventy bed rooms, with running water in each; a parlor; several lobbies and halls; a general dining room, (with section for luncheons); the Jay County kitchen and service room; a basement for laundering and another for recreation and social events; modern domestic science suite; twelve splendid porches, with stately oval pillars of concrete. The building is brick and tile, constructed on a massive steel frame.

**Swallow-Robin Hall** is a three-story dark brick building, that makes a very comfortable home; formerly for young women, but now for men. This was made possible by the gift of Dr. S. C. Swallow of the Central Pennsylvania Conference, and is called the Swallow-Robin Hall in honor of himself and his wife, whose maiden name was Robin. The rooms of this hall are named for those who contributed.

**Samuel Morris Hall** is a men's hall, located about a half block from the campus. It has been remodeled so as to provide guest rooms, and a reception room for the young men.

**Sickler Hall** is equipped with lecture rooms, Botany and Zoology laboratory, and museum and is located on the northern edge of the campus.





#### ENTRANCE TO WOMEN'S DORMITORY

*This modern structure provides rooms, dining hall, laundry, parlor and hospital units.*



**Maytag Gymnasium** stands at the entrance of the athletic field. It is three stories high, and is equipped with a large sized basket ball floor and balconies. The basement is planned for an auxiliary gymnasium, swimming pool and showers. This floor is under process of completion.

**Post Office Building** is a frame structure in which is located the college post office, bookstore, restaurant, and grocery store, and some small apartments on the second floor.

**Central Heating Plant** is a new modern building, one of the best in the state. It has a storage capacity of ten car-loads of coal and is of sufficient size to meet expanding needs. It is equipped with three large boilers and space left for three more.

## General Information

### Student Organizations

**The Literary Societies.** There are two Literary Societies whose membership is open to both men and women. These societies are called the Philalethean and Thalonian.

The life of Taylor's two literary societies is given a new impetus each commencement season by an inter-society contest, in which the winners receive a certificate of honor. The societies elect the contestants, each society selecting one for each subject. A winner can not compete a second time.

**The Debating Clubs.** The young men have two debating clubs, the Eulogonian and the Eureka. The young women have likewise two—the Soangetaha and the Mnanka. The Debating Clubs are drilling their members to think logically and quickly, and to appear on the platform without embarrassment.

**Taylor University Holiness League.** This organization holds a meeting each Friday evening for the study of the Bible from the standpoint of the deeper Christian experience. It is a very spiritual meeting and helpful to all who participate. This is one of the organizations that help maintain the high spiritual standards of Taylor University.

**The Prayer Band.** This organization meets every week for an hour of prayer. It is a center of spiritual power. Not only is it a blessing to all the members and all who attend, but it is a great factor in the spiritual life of the institution.

**The Student Volunteer Band.** Spiritual power and the missionary spirit always go together. Knowing Taylor's spiritual status one would expect the missionary spirit to be strong. The Volunteer Band meets every other week. Many of its former members are now doing effective work in foreign fields.

**Gospel Teams.** These teams, under the direction of experienced leaders, afford ample opportunity for those wishing to take part in evangelistic work in the surrounding territory, sometimes extending to other states in the vacation seasons.



**Ministerial Association.** For mutual helpfulness, to avail themselves of special lectures from competent visitors, and to co-operate with the department of Theology in the college, the ministerial students are organized into an association.

**Athletics.** The policies for control of athletics are in the hands of a committee of the faculty of whom the Director of Physical Education is chairman. The T Club is an organization of the winners of the major letter of the college. Its purpose is to promote clean athletics and to improve the equipment of the gymnasium and the athletic field. It functions as an organization in the student body with the faculty committee in formulating and carrying out the policies of the athletic program of the school.

**The Student Council.** This Council shall consist of four members. In the second semester each class, except the senior class, shall elect one of its members to represent its class on the Council for the following school year. The election shall be by majority vote and the person receiving the second highest vote shall be considered the alternate. These three persons shall elect a fourth member from the incoming freshman class.

## PUBLICATIONS

The college publishes a monthly Bulletin, one issue of which is the Catalog number.

A Student Hand Book is published to be distributed at the beginning of the fall semester. This gives general information concerning all phases of college life.

The students issue their own semi-monthly paper, **The Echo**, which reports the news of the institution, carries editorials and exchanges, and aims to assist in molding a proper college spirit.

**The Gem** is the name given by the students to their college annual, edited and published each year by the students.

## STANDING REQUIRED FOR CONTESTS

Students who engage in contests, either athletic or literary, must be registered for at least twelve semester-hours; they must have made a passing grade in at least twelve semester-hours for the preceding semester and also for the current semester up to the time of participating in the contests. The student must have met completely the requirements for classification of classes and be a bona fide member of the organization participating in the contest. Eligibility for contests must be determined at least twenty-four hours previous to the date of the contest. Ineligibility arising from a record of conditional or incomplete work may be removed according to the usual rule. Students who participate in intercollegiate athletics must be registered for at least twelve semester-hours and must have made a passing grade in that many hours for the preceding semester and must be meeting that standard for the current semester at the time of participating in the contests. This eligibility rule is subject to revision according to the standards of the Indiana Intercollegiate Conference of which Taylor University is a member.

### INTERCOLLEGIATE DEBATING

Taylor University is a member of the Indiana Debating League, and participates in the debating program of this league. Students interested in intercollegiate debating are advised to register for the course in Argumentation and Debate in the Department of Speech. No credit is allowed for intercollegiate debating unless the student has registered for the course, and the student's registration load will be taken into account for those engaging in intercollegiate debating. The selection of those to represent Taylor University is on a competitive basis. Candidates for the intercollegiate debate teams must be registered for at least twelve hours and must have made an average of not less than one and one-half honor points for each semester hour for which they are registered in the preceding semester in school. Freshmen will be permitted to participate in intercollegiate debate with the consent of the head of the Department of Speech and the Dean of the College.

### ATHLETICS

Taylor University is committed to the policy of intramural sports and a program, varied enough to offer some form of activity for all the students. In season the following sports are encouraged: Tennis, basket ball, volley ball, baseball and track. Taylor University also engages in a limited way in intercollegiate athletics, in basket ball, baseball, track and tennis. The intramural program is under the supervision of the Director of Physical Education, working in cooperation with the student managers of the T Club. Students may bring athletic suits and equipment which they may possess.

## Regulations

Attendance at Taylor University is a privilege and not a right. In order to safeguard those ideals of scholarship and that moral atmosphere which are the very purpose of its founding and maintenance, the college reserves the right and the student concedes to the college the right to require the withdrawal of any student at any time for any reason deemed sufficient to it, and no reason for requiring such withdrawal need be given.

It is the aim to have the discipline of the college firm, reasonable, and sympathetic. In all matters pertaining to personal conduct, students are expected to behave as responsible citizens and members of a Christian community. Any student who becomes antagonistic to the spirit and methods of the institution, or who fails to accomplish the object for which he is sent to college, thereby severs his connection with the college and will be dismissed whenever the general welfare may require it. Every effort will be made to stimulate the student to honest, conscientious effort, but the college is not willing to undertake the problem of disciplining students who are not in sympathy with its purposes.

Chapel exercises are held each school day when the entire school assembles for devotion, entertainment or instruction.



Every student is required to attend all chapel services. More than three unexcused absences from chapel subject the student to a fee of \$1.00. If this fee is not paid within one week after the notice is sent to the student, it is doubled and if not paid within two weeks after, the student is automatically disenrolled. Excuse for absence from chapel, in order to be honored, must be signed by the Dean of Men or the Dean of Women, or by the school nurse if the student is directly under her care, and must be filed within one week of the absence. At the discretion of the Committee on Credits, an excess of unexcused absences may occasion a reduction of grades.

Every student is required to attend the Sunday vesper service except that Sunday School and church, or two church services, or assisting in a service elsewhere will be accepted in lieu of the Sunday vesper service.

The college has general oversight of all student rooming houses. Students may reside only in such homes as have the college approval.

The college is not responsible for loss of personal property belonging to students in any building owned by the college whether the loss occurs by theft, fire, or unknown cause.

Parents or guardians who register students with the college thereby accept all the conditions as set forth in this catalog and pledge their cooperation in making a wholesome environment possible.

The college also reserves the right, during the college year, to make any changes which are deemed advisable in the rules and regulations, and also in the fees.

## Expenses

**Board**—Taylor University desires to offer the best in college life at the lowest possible cost. In harmony with this desire, board is furnished in the dining hall at the rate of \$4.00 per week, or \$72.00 a semester, consecutive meals to the same person and payable in advance. It is hoped to maintain the price of board at this rate. Should commodity prices rise materially, the college may be forced to raise the rate, but it will only be advanced to cover the extra cost.

For a single week or fraction of a semester, add \$1.00 a week, to the semester rate.

No special rates or transfers are allowed on board.

Students rooming in the college dormitories will be expected to board at the college dining hall.

The charge for students' guests is the same rate as for students when not taken by semester.

The board we offer is not the commonplace, institutional variety. The very best qualities of foods are purchased, the preparation is supervised by a competent and experienced dietitian and under strict sanitary conditions, producing a wholesome, appetizing, well-balanced diet. In addition to this, the dignified service which we offer is unexcelled, all of which combines to make our board offering second to none.



**Rooms**—Taylor University is favored with an excellent health environment. Since it is situated on the edge of a small town, away from the smoke of the factory and the fumes of traffic, the student enjoys the advantages of pure air and sunshine with the repose of a beautiful campus and surrounding countryside.

Special attention is given to the health of the student. In fact, the health of students is a matter of first consideration at Taylor. The consistently low rate of illness among our students over the period of years gives added proof of the adequacy of our health program. There are sanitary hospital rooms equipped with regular hospital beds and special attention is given to the diet of the student when ill. The college employs registered nurses, who look after the health interests of the student. This service is open alike to men and women.

All rooms are furnished with window shades, bed, mattress, table, chairs, and dresser with mirror. Students must furnish everything necessary for the bed, with the exception of the mattress. They must also furnish their own towels. The college launders the sheets, pillowcases, and towels, four pieces free each week.

Standard amount of wattage for lights allowed for each room is sixty-five watts. Any increase of this amount requires an extra fee.

The college provides rooms for young women in Campbell Hall and Magee Hall, and for young men in Wisconsin Hall and Swallow-Robin Hall. The rental rate for rooms per person is \$40.50 per semester of eighteen weeks for a double room and \$58.50 per semester of eighteen weeks for a single room. Rooms are also provided in Sammy Morris Hall for men at \$45 per semester of eighteen weeks for a single room.

Reservations may be secured by making a deposit of \$5.00. This deposit automatically becomes a room deposit, and is refunded when the room is vacated and the room key is returned, less any charges for damage to the room and furniture. Deposits for reservation will not be refunded after September 1.

The college reserves all rights concerning the assignment and reassignment of rooms or the termination of their occupancy.

Any change of room within the semester, made at the request of the student, entails a charge of \$1.00.

**Tuition and Fees**—Tuition for not less than thirteen or more than fifteen semester-hours in the College of Liberal Arts is \$75.00 per semester. For each hour less than thirteen or in excess of fifteen semester-hours, a charge of \$6.00 per semester hour is made. Persons not registered as students, desiring to attend a course as auditors, more or less regularly, without credit, may be admitted on authorization of the Dean of the College and the payment of \$1.50 per semester hour.

Rate on a fraction of a semester's tuition is the same as a semester.

The incidental fee of \$7.50 is charged each student enrolled at the beginning of each semester. This incidental fee covers the use of the library, athletic field, tennis courts, and gymnasium; admission to games and debates; subscription to the Gem and Echo; post office box rent; nurses' fee; and first transcripts.

## ESTIMATED COST FOR ONE SEMESTER

A student taking a regular load of 13 to 15 hours in the College of Liberal Arts will find the semester's expenses, exclusive of laboratory fees, to be as follows:

Board .....	\$ 72.00
Room .....	40.50
Tuition .....	75.00
Incidental Fee .....	7.50
Total .....	\$195.00

To this estimated total, providing a Laboratory Course is chosen, Laboratory Fees, per semester, in the amount corresponding to the course selected in the list following, must be added.

## LABORATORY FEES

Biology—201-202, 351, 431-432, 331-332 ..	\$ 6.00
Biology—241-242, 322 .....	4.50
Biology—311-312, 362, 451-452 .....	3.00
Chemistry—201-202 .....	10.50
Chemistry—301, 302, 401-402 .....	15.00
Home Economics—101-102, 201, 202, 311, 322 .....	3.00
Home Economics—111-112, 301-302 .....	6.00
Mathematics—231-232 .....	1.50
Mathematics—221 .....	2.25
Physics—211-212 .....	4.50
Speech—211 .....	3.00
Speech—311, 312, 421, 422 .....	18.00

## OTHER FEES AND EXPENSES

Special Examination .....	\$ 1.00
Graduation Fee .....	13.50
Late Registration .....	2.00
Change of Registration .....	.50
Physical Education, Junior and Senior year, per semester .....	5.00
Supervised Student Teaching, per semester ..	25.00

Laboratory Fees are charged for the use of apparatus and supplies.

The Special Examination Fee is charged for all special examinations or tests unless the absence is excused by the Dean of the College. Any student applying for such an examination or test must present a certificate from the Business Office showing that such a fee has been paid.

Graduation Fee is charged to all those who expect to graduate, and is payable six weeks before graduation. This will cover the cost of diploma and rental of cap and gown.

Late Registration Fee is charged each matriculated student who registers later than the registration time of any semester.

Change of Registration Fee is charged the student for each change made after the regular time of registration.



**Physical Education Fee for Juniors and Seniors** is charged when the required Physical Education courses for Freshmen and Sophomores are delayed to the Junior and Senior year.

**Supervised Student Teaching Fee** is charged all students who take observation and student teaching under critic teachers in outside schools, recommended by the Department of Education of the College.

Books, stationery and supplies are extra and may be purchased at the College Bookstore.

Students needing hospital services will be expected to pay a fee to cover the actual expense. The college has sanitary hospital rooms, equipped with regular hospital beds, where the students, when it is deemed advisable, may be cared for by Taylor's registered nurses.

### SETTLEMENT OF BILLS

It is increasingly evident that the college cannot be run except on a cash basis. Students, therefore, should be prepared to pay the semester's expense on the day of registration. Money may be remitted in advance of enrollment if desired. Registration is considered incomplete until cash payment is made for at least one-half the total amount of the semester's expense, there being no extension of time. The second payment for the first semester is due November 15th and for the second semester March 15th. Registration will be automatically cancelled if payment is not made within two weeks of these dates, except by special permission of the President.

Accounts of one semester must be adjusted in full before enrollment in the following semester will be permitted.

No degree will be conferred and no diploma, certificate, transcript of credit, letter of honorable dismissal or recommendation will be granted to students who have not discharged all financial obligations to the college.

Students who depend on current earnings may pay by installments, if they present a feasible plan of keeping well paid in advance.

A student leaving during the semester upon the order of his physician or upon the advice and consent of the Dean of Men or the Dean of Women will be allowed an 80% refund if he leaves during the first three weeks of the semester, a 60% refund if he leaves before the end of six weeks of the semester, and a 40% refund if he leaves during the remainder of the first half of the semester, and no refund if he leaves during the second half of the semester. A student leaving without the advice and consent of either of the Deans will receive no refund. To withdraw, a student must report to the office of the Dean of the College.

Fees are not refundable.

Students withdrawing before the end of the semester and those who are suspended or asked to withdraw from the college may not receive refund on account except at the discretion of the Administrative Committee of the Board of Directors.

## CONTESTS AND PRIZES

All participants in contests for prizes must be regularly registered students in good standing. If assistants in the teaching staff, their student load must exceed their teaching load.

No student shall be eligible for scholarship or contest honors whose department record, in the estimation of the faculty, has rendered him unworthy of such honors.

The same musical or literary composition may not be used by any contestant on more than one contest.

**Ayres-Hill Prize in Vocal Music.** This prize is given by Dr. B. W. Ayres and Dr. Melvin J. Hill. It provides for two contests, one between the men and one between the women. In each of these contests there is a first prize of ten dollars, and a second prize of five dollars. Only those are eligible who are students in music in Taylor University. Anyone not having received the first prize shall be eligible to participate. Judges shall be recognized non-resident singers or teachers of voice training. The date of the contest shall be arranged by the President of the University and the Director of Voice Training.

**Skinner Piano Prize.** Given each year by Howard Morse Skinner (Class '25), for excellence in piano playing. The contest is open to advance students of piano who have studied at least one year in Taylor University. The person winning first place in contest is not eligible to enter the contest the following year. The prizes are \$15.00 and \$10.00.

**Whipkey Bible Prize.** A prize of five dollars is given each year by Rev. and Mrs. A. J. Whipkey, which is to be awarded to the student who makes the highest average grade in any full year Bible course.

**The Rose Organ Prize.** This prize is given by Mr. N. L. Rose, (Class '27). It provides for a first prize of \$15 and a second prize of \$10 for excellency in organ playing.

## SCHOLARSHIPS

Through the gifts of friends, and certain monies set aside for this purpose, a limited number of scholarships are offered each year.

**Selective Honor Scholarships—**

Taylor University has for disposition a limited number of Selective Honor Scholarships which are given to some one in the upper ten per cent of their graduating class. The one to whom this is given receives a \$100.00 scholarship each year for the four years.

**Good Will Scholarships—**

A limited number of Good Will Scholarships, ranging from \$50.00 to \$100.00 a year are offered.

**Service Scholarships—**

From \$25.00 to \$100.00 a year is given in campus work.

There are a limited number of loans from \$25.00 to \$100.00 a year for students preparing for missionary work.

All teachers of Grant and Blackford Counties in service, are granted three semester hours free tuition in any department of the college. This does not include free laboratory fees in the case of the teacher.





ADMINISTRATION BUILDING  
*Many historic memories center around this building.*



# Administration

## ADMISSION

All candidates for admission to the college must give satisfactory evidence of good character, and those entering from other colleges must present letters of honorable dismissal.

Every student desiring admission to Taylor University must make application upon the blank provided by the college. This application must be approved by the Dean and recorded with the Vice-President who assigns the rooms. Room deposit of \$5.00 should be sent ahead each year by those desiring room reservation. This is returnable up to September 1. It serves also as breakage and key deposit, and is refundable when the student leaves school.

New students should have a transcript of their high school records sent in advance and find out definitely whether or not they meet entrance condition to college. Those desiring advanced standing should have their credits sent to the Dean in advance before the days of registration. No transcript can be evaluated on registration days for advance standing.

Students who do not wish to work toward a degree or mature students, who have not had the advantages of an earlier education, may enter Taylor University and take work in Biblical Literature and Religious Education in special preparation for religious service.

## ADVISERS

Each student upon being admitted to the college will be assigned to a member of the faculty as his adviser. The duties of the adviser will be to assist the student in all his college problems through his Freshman and Sophomore years.

At the beginning of the Junior year, when the student has selected his major study, his major professor shall serve as his adviser throughout the remainder of his college course.

The assignment of faculty advisers will be made by the Dean.

## GOVERNMENT

The opportunities and privileges of the college are sincerely open to all who wish to develop their abilities and prepare for useful service to mankind.

Standards of behavior at Taylor University are determined by an understood code contained in a student handbook placed in the hands of each new student at the time of registration. Some of these rules are definitely stated in the admission blank.

A student is reminded that he has committed himself by signing this application blank to refrain from the use of tobacco, intoxicants, dancing, card playing and gambling while a student in Taylor University. Violation of this regulation makes the student subject to dismissal.

In the interest of modesty, economy and school democracy, young women are urged to provide for themselves a simple and conservative wardrobe.



Students who possess and desire to use automobiles must secure a permit from the Dean's office. The automobiles must not be loaned or hired to another without permission from proper authorities.

The student is also asked to give respectful encouragement to the religious activities of the school.

Every possible encouragement is offered a student in the formation of right habits and the development of Christian character, but those who are not favorable to these regulations and who do not care to conform should not apply for admission.

The Dean of Men and the Dean of Women are responsible for the enforcement of the regulations affecting conduct and for the administration of discipline respectively for the men and the women in cases affecting only the one sex; but jointly for cases in which both men and women are involved.

Cases of importance, involving questions of doubt in matters of evidence of penalty, shall be handled by the Dean of the College, the Dean of Men and the Dean of Women. In cases that are likely to lead to the severance of the student's relation to the school, the Vice-President and the President shall act with the deans in final adjudication. Parents should inform the President of any peculiarities in temperament, habits, or character of their children, that the faculty may better govern and direct them.

### PERSONNEL SERVICE

It is the purpose of the college to render the most valuable service to every student who enters her halls.

Administrative officers, faculty advisers, various committees, and the viewpoint in organization all contribute to render this service to the student.

All students upon entering college are assigned to a member of the faculty who becomes the student's adviser. This faculty member gives advice on academic regulations and procedure and obtains data from the student which may be of material aid in the rendering of service to the student. See elsewhere for fuller explanation of this service.

A committee on student finance seeks to aid the student in the solution of his financial problems, and functioning at times with the committee on student loan, many times helps the bewildered student to find his way through this problem.

The Vice-President has direction of student self help and if the student has sufficient funds to warrant his entering college and lacks only a small fraction of the year's expense, he may be able to find assistance by this means in meeting the balance of his expenses. Each case is considered on its merits and must be taken up in advance.

The college, in its organization, employs a dean of men and a dean of women. These persons have their offices and have conferences with students, assisting them in their personal adjustments and seeking to guide them in all phases incident to college life.

Special attention is given to the health of the student. The college has sanitary hospital rooms equipped with regular hospital beds. The college provides a registered nurse who gives attention to the physical needs of the student. The aim is to prevent illness and keep the student physically fit rather than emphasize a cure after becoming ill.

A physical examination is given all freshmen upon entering college, by competent and licensed physicians. The results of this examination are placed in definite form signed by the physician and filed with the school nurse.

### SOCIAL LIFE

Regulations concerning social life will be found in a handbook of general information for students covering this and other phases of student life. This handbook will be furnished each student. Students must not arrange for social class parties, or gatherings of any kind, without first obtaining permission from the Dean, and those outside the college who desire to have socials at their homes, should first arrange with the Dean if they desire students to attend. Parents should discourage excessive visiting of students to friends and relatives residing near the college, for this interferes with progress in their studies.

### STUDY HOURS AND LIGHTS

Students in college halls are expected to observe the same rules of quietness and decorum that would be required in a high class hotel. Members of the management or proper officials of the college shall have the right to visit and inspect students' rooms at all times. Students should not engage in sport or congregate in each other's rooms during study hours. Study hours are from 7:45 a. m. to 3:50 p. m., except the noon hour, and 7:45 to 9:45 p. m. Light hours end at 10:30 p. m., except where special permits are secured by those who have good reasons to ask for later study hours. Campus games are not in order during study hours.

### CLASS ABSENCE

Each absence from classes immediately preceding and following a holiday or recess will count double. More than one-eighth of absences from a class requires a special examination. Three tardies make an absence. In all cases of class absence exceeding one-sixth of the total recitations for the semester, the teacher shall report the case, with the number of absences, to the Dean, and credit cannot be received for such semester's work without action of the Committee on Credits.

### CHANGING COURSES

A change of study list may be made by the Dean during the first three weeks of any semester, but after that a change may be made only by petition to the Committee on Credits and in the latter case no refund will be made. A subject discontinued after



the sixth week of the semester will be recorded as a failure. The subjects of a student leaving school before the end of the semester will be recorded as withdrawn. The faculty reserves the right to withdraw any elective course for any semester if it is elected by fewer than five students.

### STUDENT LOAD

The regular load for a student per semester is fifteen hours, besides physical education.

For special reasons the Dean may permit a student to carry one or two hours above regular work, but permission to carry eighteen hours must be secured by action of the Committee on Credits. A student may not reasonably expect to be permitted to carry extra work unless his average grade for the preceding semester has been high.

In estimating the amount of work to be carried, and credit to be received, three hours of practice in private work in Music or Speech will count as one period of regular class work.

### HOOR SCHEDULE

All five hour courses meet daily, three hour courses meet on Monday, Wednesday and Friday, and two hour courses meet on Tuesday and Thursday, unless otherwise indicated. All four hour courses scheduled to meet in the afternoon do not recite on Friday and all four hour courses scheduled to meet in the morning do not recite on Monday.

### GRADE SYSTEM

The letters and their percentage equivalents are as follows: A—93-100; B—85-92; C—77-84; D—70-76; E—60-69, Condition; F—below 60, Failure; Inc.—Incomplete; W—Withdrawn.

The passing grade is D. Quality points are given with the grades, as follows: 3 per credit hour with A, 2 with B, 1 with C.

A condition and an incomplete lapse into a failure if not removed the following semester. Any variation from this rule must be taken up with the Committee on Credits beforehand. When a condition is removed the grade attained cannot be higher than C.

### PROBATION

It should be the aim of each student to maintain scholarship rating equivalent to at least one quality point for each credit hour for which he is registered. This is the minimum graduation standard for the college. The average scholarship rating in terms of quality points is found by dividing the total number of hours for which the student is registered into the total number of quality points earned. For example 15 scheduled hours and 15

quality points indicate a scholarship rating of 1.0, i. e. one quality point for each hour for which the student is registered.

A student shall be placed on probation if, in any semester, he earns fewer than eight quality points on a standard load (15 semester hours) or an equivalent ratio in less than a standard load, as based on the original mark as reported at the end of the semester.

A student on probation shall so continue until he earns quality points in any one semester equal to his scheduled hours for which he is registered.

The student on probation is required to report to a special committee for advice and guidance and this special committee at its discretion may require the student to reduce his academic load, to limit his extra-curricular activities and social privileges.

### IRREGULAR WORK

Irregular work (by private instruction) is not permitted, except in a very rare case. In such a case instruction for credit is not allowed without being passed on, in advance, by the Committee on Credits. The college collects one-half regular tuition (irrespective of fees paid the teacher for such tuition) for such credit hours, regarded as extra load, before the credits shall be recorded on the books of the school; before such credits are allowed they must be passed to the Committee on Credit through the Dean of the College.

### ORGANIZATION FORM

The school year is divided into two semesters of eighteen weeks in length. The student may enter at the beginning of either semester, but it is advisable that he register for the first semester.

The classification of students is made at the beginning of the school year on the following basis:

**Freshmen:** Students deficient only one unit for entrance and who are carrying 12 semester hours of college work plus physical education.

**Sophomores:** Students who have no entrance condition and have completed 24 semester hours and have earned 24 quality points plus physical education.

**Juniors:** Students who have completed 54 semester hours and have earned 54 quality points.

**Seniors:** Students who have completed 84 semester hours and have earned 84 quality points.

A student's classification may be raised during the year as deficiencies are removed. It may be reduced if regular requirements are not met, however, the student who desires to raise his classification during the current school year in estimating his semester hours and quality points must add the regular semester hours and quality points of the preceding semester to the minimum requirements listed above.



### DEGREES

In order to graduate from any course in the College of Liberal Arts the student must have been in resident study for at least one school year, and to have received one hundred twenty semester hours, with the standing of one hundred twenty quality points, plus four hours of non-prepared physical education in accordance with the group requirements and the major and minor requirements.

The degree of Bachelor of Arts or Bachelor of Science will be conferred upon those who have met the requirements for such degree. See page 33 for the requirements for these degrees.

The degree of Bachelor of Science in Education will be conferred upon those who have met the requirements as listed on page 57 for such degree.

The degree of Bachelor of Religion will be conferred upon those who have met the requirements as listed on page 78 for such degree.

For the degree of Bachelor of Music see the School of Music.

The degree of Master of Arts in Theology will be conferred on those who have met the requirements to be found in the special bulletin on "Special Course for Christian Workers."

Graduation will be declared at any time in the year that the work is complete. Formal announcement of graduation is made once a year only, in June; and all persons completing the conditions of graduation during the year are listed with the class of the ensuing June.

### GRADUATION WITH HONORS

In recognition of special merit displayed by the students in their academic work, the faculty awards graduation with honors. Graduation with Magna Cum Laude includes those students who have an average of quality points of 2.6 for each credit hour of academic work. Graduation with Cum Laude includes those students who have made an average of quality points of 2.2 for each credit hour of academic work. These quality points have the following significance; Three quality points are given each semester hour with the grade A; two quality points are given for each semester hour with the grade B; and one quality point is given for each semester hour with the grade C. No quality points are awarded with the grade D which is the lowest passing grade.

College of  
Liberal Arts  
and Sciences



## Admission to College of Liberal Arts

### ENTRANCE REQUIREMENTS

Standard high school graduation or the equivalency is required for classification as the first year college student. This supposes 16 units, especially for those entering for teacher training, and 15 units as a minimum for all. Description of options is as follows:

#### LIST A.—

Units

(At least eleven units must be chosen from this group.)

English—Required of all .....	3
Algebra—Required of all .....	1
*Foreign Language .....	2-4
History .....	1-4
English (4th unit) .....	1
Advanced Algebra .....	$\frac{1}{2}$ -1
*Plane Geometry .....	1
Solid Geometry .....	$\frac{1}{2}$
Trigonometry .....	$\frac{1}{2}$
Civics .....	$\frac{1}{2}$ -1
Economics and Economic History .....	$\frac{1}{2}$ -1
Sociology .....	$\frac{1}{2}$
Physiography .....	$\frac{1}{2}$ -1
Zoology .....	$\frac{1}{2}$ -1
Botany .....	$\frac{1}{2}$ -1
Physics .....	1
Physiology .....	$\frac{1}{2}$
Chemistry .....	1
General Science .....	$\frac{1}{2}$ -1

#### LIST B.—Special or Vocational Electives:

(Four units may be chosen from this group.)

Agriculture .....	1-2
Bookkeeping .....	1
Business Law .....	$\frac{1}{2}$
Commercial Arithmetic .....	$\frac{1}{2}$ -1
Commercial Geography .....	$\frac{1}{2}$ -1
Domestic Science .....	1-2
Drawing, Art and Design .....	$\frac{1}{2}$ -1
Drawing, Mechanical .....	$\frac{1}{2}$ -1
Manual Training or Farm Mechanics ....	1
Musie .....	1-2
Shorthand and Typewriting) .....	1-2
Physical Education .....	1

Total 15

Note. Students who contemplate taking a classical course or a European language major are urged to provide themselves with at least two years of language, preferably Latin, for entrance.

\*Required of those intending to take a Mathematics major.

\*The student must present two units in one language.

# Requirements for Graduation

## GROUP REQUIREMENTS

### Group I. Ancient and Modern Language.

The amount of work required from this group for graduation is related to the high school credits offered for entrance. If no credit in language is offered for entrance 20 semester-hours are required. If two or three units are offered, 12 or 14 semester-hours are required. If four units are offered, 6 semester-hours are required. If five or more units are offered, there are no further requirements from this group. Any language begun in college must be continued through at least the second year.

### Group II. English Composition and Literature, Biblical Literature.

From this group eighteen semester-hours are required; six of these must be Course 101-102 in English, six in literature courses, and six in Biblical Literature.

### Group III. Sciences.

A minimum of eight semester-hours of a laboratory science must be taken in one of the following fields: Physics, Chemistry or Biology. A student who does not offer for entrance a unit in one of the sciences mentioned must take an additional eight semester-hours in the laboratory sciences.

### Group IV. History, Economics, Sociology, and Psychology.

The students must complete six semester-hours in History; six semester-hours in Economics 201-202 or four semester-hours in Sociology 101-102 and four semester hours in Psychology 201-202.

### Group V. Physical Education.

Freshmen and Sophomores are required to register for Physical Education unless excused for physical disability in which case other work must be substituted. The classes meet two hours each week; a total of four hours is given for the two years.

## MAJOR AND MINOR REQUIREMENTS

Each candidate for a degree must choose, not later than the beginning of the junior year, a major in which he must complete at least twenty-four semester-hours and a minor sixteen semester-hours. The student shall in every case select his major and minor in consultation with the head of his major department and shall give notice to the Dean in writing. No student will be permitted to change his major without consultation with the Dean.



Majors for the Bachelor of Arts degree may be selected in the following:

Latin	Chemistry
Greek	History
Modern Languages	Sociology
English	Mathematics
Speech	Music
Education	Philosophy
Psychology	Bible and Religious
Biology	Education

Majors for the Bachelor of Science degree are limited to the field of science. The student who desires this degree is required to take a major in the field of science and a minor in a second field of science or mathematics.

Majors for the Bachelor of Science degree in Education are available in the subjects listed for the Bachelor of Arts majors, and in Home Economics.

Majors for the Bachelor of Music degree are offered in:

Piano	Voice
Organ	Violin

Majors for state certification are limited to the following:

English	Speech
Mathematics	Latin
French	

Music (Regular certificate)  
 Social Science (Option I, II and III).  
 Science (Option I, II and III, Chemistry and Biology).

### CONDITIONS OF GRADUATION

In order to graduate from any course in the College of Liberal Arts the students must have been in resident study for at least one school year, and to have received one hundred twenty semester-hour credits, with the standing of one hundred twenty quality points, besides two years of physical education.

Credits will not be counted toward graduation in which the grade falls below D. Juniors and Seniors are required to register for a minimum of forty of the one hundred twenty hours required for graduation in courses numbered 300 and above.

SUGGESTED SCHEDULE OF PRESCRIBED COURSES

Following is the suggested arrangement of courses by years. Students are expected to observe this arrangement unless there is good reason for change. If physical education is deferred to the Junior or Senior year a special charge is made.

**\*Freshman Year**

English 101-102 .....	6 semester hours
Language .....	8 semester hours
History 101, 102 or 111, 112 .....	6 semester hours
Sociology 101-102 .....	4 semester hours
Biblical Literature 101, 102 or 111, 112 .....	6 semester hours
Physical Education 101, 102 .....	0 semester hours
<hr/>	
Total .....	30 semester hours

**Sophomore Year**

English Literature .....	6 semester hours
Language .....	6 semester hours
Psychology 201-202 .....	4 semester hours
Science .....	8 to 10 semester hours
Electives .....	4 to 6 semester hours
Physical Education 201, 202 .....	0 semester hours
<hr/>	
Total .....	30 semester hours

**Junior Year**

Language (if required) .....	6 semester hours
Major approximately .....	12 semester hours
Minor approximately .....	8 semester hours
Electives to total .....	30 semester hours

**Senior Year**

Major approximately .....	12 semester hours
Minor approximately .....	8 semester hours
Electives to total .....	30 semester hours

The student in making out his elective course for any year must give first attention to the group and major requirements for graduation as listed on pages 33 and 34.

(\*) Students desiring to major in Mathematics or interested in scientific courses, should take Mathematics in their freshman year.



## Organization of Departments and Courses of Study

On the following pages is given, in concise form, a description of each course offered in the various departments. Some of these courses are required and must receive first attention of each student during his Freshman and Sophomore years. During the Junior and Senior years the major work must be given first attention by the student. Each student must consult with his major professor as to the sequence and articulation of his courses.

The numbering of courses is based on the following plan:

Courses numbered 100-199 are primarily for Freshmen.

Courses numbered 200-299 are intended primarily for Sophomores.

Courses numbered 300-399 are designed primarily for Juniors.

Courses numbered 400-499 are intended primarily for Seniors.

All numbers that end in 1 represent courses given in the first semester, and those ending in 2 represent second semester courses.

Courses whose numbers are separated by a hyphen thus: 101-102 are year courses and both semesters must be taken in order to receive credit in the course.

Courses whose numbers are separated by a comma thus: 101, 102 are year courses, but credit may be permitted by the semester.

Seniors may not register for a course numbered 100 to 199 without the approval of the Dean.

The college reserves the right to withdraw any course for which enrollment is not sufficient to warrant the organization of a class, except where such a course may be a major or minor subject of a student.

### ANCIENT LANGUAGES—GREEK AND LATIN

PROFESSOR GEORGE EVANS, PROFESSOR CHARBONNIER,  
INSTRUCTOR MRS. JONES

#### GREEK

PROFESSOR CHARBONNIER

A minor of 16 semester hours is offered in Greek which may include Course 101-102 at the value of 4 semester hours.

The New Testament Greek may not be taken to meet the language requirement of Group 1, but may be included in the minor mentioned above or taken as an elective.

Students who expect to teach Latin will find an acquaintance with Greek a great advantage, especially when planning for graduate courses.

**\*101-102—BEGINNERS' GREEK****4 hours**

Emphasis will be laid on the acquisition of a vocabulary and of a knowledge of the fundamental principles of Greek grammar. The class will read prose selections from Xenophon's *Anabasis* Book 1, or other authors and try to get an idea of Greek life. Prose composition. Prerequisite, Latin 101-102.

First and second semesters. —Four hours credit each.

**201-202—ATTIC PROSE****3 hours**

Xenophon's *Anabasis* Books 2, 3, and 4; Lucian, *Selected Writings*; selections from *Phaedo*. Prose composition and review of syntax. Epic poetry, Homer's *Odyssey* and *Iliad*, selections; lectures on epic poetry and collateral reading. Prerequisite, Greek 101-102.

First and second semesters. —Three hours credit each.

**301-302—THE PHILOSOPHERS****3 hours**

Plato's *Apology*, *Crito*, *Symposium*. The Platonic Idealism will be interpreted. Assigned readings and papers. The Dramatists, selected plays of Aeschylus, Euripides and Aristophanes. Assigned reading and papers on the Greek Theater and Art.

First and second semesters. —Three hours credit each.

**311-312—GREEK CIVILIZATION****2 hours**

Survey of Greek Literature in English; mythology in comparison with the folklore of other peoples and with reference to their influence upon modern literature. Specimens of Palaeography will be studied; antiquities.

First and second semesters. —Two hours credit each.

**321-322—NEW TESTAMENT GREEK AND EXEGESIS****3 hours**

The Gospels and Apocalypse will be studied, with due attention to the language of the New Testament, its relation to antecedent and contemporary Greek; comparison of variants, textual criticism. The peculiarities of the text will be noted. Archæological discoveries and New Testament history. Assigned reading and reports. Prerequisite, Greek 101-102 and 201-202.

**401-402—THE HISTORIANS****4 hours**

First and second semesters. —Three hours credit each.

The prose of Herodotus and Thucydides, selected writings, criticism and interpretation of the text. Assigned reading in Archaeology. The Rhetoricians, Lysias and Demosthenes, the place of oratory in Athens; study of political institutions. Collateral reading and reports. First and second semesters. —Four hours credit each.

**411-412—NEW TESTAMENT GREEK AND EXEGESIS****3 hours**

Grammatical and textual criticism as applied to the chief doctrinal and practical Epistles and to the Book of Acts. The question of the Canon will be discussed. Extensive reading at sight. If time will permit one or two of the post-apostolic Greek Epistles, or the "Teaching of the Twelve Apostles" will be read, commented and contrasted with New Testament Greek. Collateral reading. Prerequisite, Greek 321-322. First and second semesters. —Three hours credit each.

\*Significance of numbers, see page 36.



## LATIN

PROFESSOR GEORGE EVANS, INSTRUCTOR MRS. JONES

A major in Latin requires the completion of at least 24 semester hours, and a minor at least 16 semester hours, not including Courses 101-112. The major requires as collateral Courses, History 321 and 322.

### \*101-102—BEGINNING LATIN, CAESAR 5 hours

In the first semester special emphasis is laid on the mastery of forms and syntax. The fundamental relationship of the Latin to the English language is taught continually while the elementary principles of Latin are studied throughout the course. Simple selections in Latin are read with a view to preparing the student for Caesar.

In the second semester two or more books of Caesar's Commentaries are read. Studies from the Latin grammar and prose composition are supplementary to the translation.

First and second semesters.—Five hours credit each.

### 111—CICERO'S ORATIONS 3 hours

Selected orations, including some of those against Catiline, are read. Prose composition is continued. Attention is given to the study of Roman public and private life, and to Roman methods and attainments in education and law. Prerequisite, Course 101-102.

First semester. —Three hours credit.

### 112—VIRGIL'S AENEID 3 hours

Some books of the Aeneid are read. The work also includes a study of various figures of speech, metrical reading, mythology and the literary merit of the poem. Prerequisite, Course 111.

Second semester. —Three hours credit.

### 121—CICERO'S ESSAYS 4 hours

De Senectute and De Amicitia are read as representative of the Roman philosophical essay. A brief review is given of the philosophy adopted by the Romans. Alternates with Courses 201 and 211. Prerequisite, Course 111.

First semester. —Four hours credit.

Omitted in 1936-37.

### 122—TACITUS, GERMANIA AND AGRICOLA 3 hours

These minor works of Tacitus depict life in western and central Europe in Roman times. Phases of ancient rhetoric are introduced. Alternates with Course 212. Prerequisite, Course 121.

Second semester. —Three hours credit.

Omitted in 1936-37.

### 132—PROSE COMPOSITION 1 hour

This course includes with the writing of prose composition a comprehensive study of classical Latin grammar. It is most beneficial in giving a student a clear understanding of Latin syntax and style, and is especially necessary for those preparing to teach Latin. This

\*Significance of numbers, see page 36.

course and No. 122 alternate with Course 212. Prerequisite, Course 121. Second semester. —One hour credit.  
Omitted in 1936-37.

201—HORACE, ODES AND EPODES 2 hours

A study of Roman poetry of the classical period with careful attention to Horace's metres. Alternates with Course 121. Prerequisite, Course 112.

First semester. —Two hours credit.

211—PLINY 2 hours

Selections from the letters of Pliny the Younger. This course and No. 201 alternate with Course 121. Prerequisite, Course 112.

First semester. —Two hours credit.

212—LIVY 4 hours

Selections from Books I, XXI, XXII. Studies in the history of the Roman Republic. Brief study of Roman historians. Alternates with Courses 122 and 132. Prerequisite, Courses 201, 211.

Second semester. —Four hours credit.

301—TYPICAL LATIN LITERATURE 2 hours

Selections from the following: Plautus, Terence, Ovid, Petronius, Martial, Juvenal and other authors. Prerequisite, Two years of Latin in major work.

First semester. —Two hours credit.

Omitted in 1936-37.

311—HISTORY OF ROMAN LITERATURE 2 hours

Recommended to students of Course 301 to give them an appreciation of the work and times of the authors read. Prerequisite, Two years of Latin in major work.

First semester. —Two hours credit.

Omitted in 1936-37.

312—ADVANCED PROSE 2 hours

A special course in classical grammar with continued practice in writing Latin. Correctness of expression and the cultivation of feeling for idiom and style are sought. Required of all who major in Latin. Prerequisite, Courses 301 and 311.

Second semester. —Two hours credit.

Omitted in 1936-37.

322—ROMAN ARCHAEOLOGY 2 hours

An introduction to the study of the topography and ruins of Ancient Rome, with some attention to notable Roman remains elsewhere. Prerequisite, Courses 301 and 311.

Second semester. —Two hours credit.

Omitted in 1936-37.

331—TEACHING OF LATIN 2 hours

This course prepares the student for the problems and methods of teaching Latin in secondary schools. The same as Education 322. Not allowed on a major in Latin. Prerequisite, Junior standing.

First or second semester. —Two hours credit.

Offered on demand.



## BIBLE, RELIGIOUS EDUCATION AND PHILOSOPHY

PROFESSOR CHARBONNIER, ASSOCIATE PROFESSOR AYRES,  
ASSISTANT PROFESSOR FOUST

### BIBLE

PROFESSOR CHARBONNIER, ASSISTANT PROFESSOR FOUST

#### \*101—OLD TESTAMENT SURVEY 3 hours

This course is designated to acquaint the student with the scope and significance of Old Testament history and to awaken an appreciation of the great events, personalities, and institutions of the Jewish nation. The study will stress the different types of literature and will open up the wealth of materials for devotional and practical purposes. A special feature of the course will be the art and principles of studying books as organized wholes and of seeing each as related to other books and to the Bible as a whole.

First semester. — Three hours credit.

#### 102—NEW TESTAMENT SURVEY 3 hours

A study of the life and teachings of Jesus as based on the Gospel of Mark, and of the development of Christianity during the first century. Special attention will be given to the political, social and religious background of the early Christian Church. This course will seek to acquaint the student with a working knowledge of the New Testament and to give him an efficient method of book study as essential to his knowledge of the Bible.

Second semester. — Three hours credit.

#### 111,112—THE FOUR GOSPELS, INTRODUCED BY A SURVEY OF THE INTER-BIBLICAL PERIOD 3 hours

Comprehensive survey of the historical development, trends of civilization and characteristics of the three greatest forces of antiquity—Hebraism, Hellenism, and Romanism. Life of Christ with an inquiry as to the earliest sources. Literary and historical appreciation of the materials as found in the Gospels. A harmony of the life and teachings of Jesus. Assigned reading.

First and second semesters. — Three hours credit each.

#### 201-202—WISDOM LITERATURE AND THE PSALMS, INTRODUCED BY HEBREW HISTORY CON- NECTING WITH THE PENTATEUCH 2 hours

The book of Psalms, Proverbs, Song of Solomon, Ecclesiastes and Job will be the subject of exegesis with interpretation of their respective didactic and ethical teaching. The poetical composition of the Psalms will be classified according to Hebrew poetry. Literary qualities and the religious message of each book will be analyzed.

Apocryphal and Pseudepigraphical Wisdom Literature of the Inter-Biblical period of Hebrew history will acquaint the student with Hebrew thought during the pre-Christian era. Assigned reading.

First and second semesters. — Two hours credit each.

Omitted in 1936-37.

\*Significance of numbers, see page 36.





WHERE OPPORTUNITY BECKONS



## 221, 222—THE ACTS—PAUL AND HIS WRITINGS 3 hours

The Church of Pentecost and the beginnings of Christianity, the first century environment; earlier controversies; study of the thought, experience, teaching and activities of the first Christian disciples. Paul the thinker, the writer and the missionary; Paul the interpreter of Christ, as evidenced by his epistles. Semester essays. First and second semesters. —Three hours credit each. Omitted in 1936-37.

## 301, 302—THE PENTATEUCH 3 hours

Preliminary study of the oriental background and history of the Semitic race; survey of the civilization of Egypt, Babylonia, Assyria, Canaan, and Persia. The Hebrew people, geography, archaeology, political and social life, with special emphasis upon their religious concepts, institutions and literature.

A study and critical evaluation of the composition, authorship, historicity and canonicity with the help of recent light from discoveries in Egypt. Contents and fundamental religious teaching of each book. Study of types in the light of New Testament fulfillment of the Divine plan and revelation. Exegetical and critical study of the Biblical records of Creation, the Sabbath, the Fall and the Flood with a comparison of extra-Biblical literature, notably the Babylonian. The Mosaic cosmogony is shown to be in full accord with Science. Collateral Reading.

First and second semesters. —Three hours credit each.

## 311, 312—THE GENERAL EPISTLES AND THE REVELATION 2 hours

Interpretive exposition of the General Epistles. Consideration and appraisal of the Church in the field of history as the Revelation unfolds a real philosophy of history and validates those eternal principles determinative of the events of all time, until the final victory shall proclaim our Christ "Lord of lords and King of kings." Assigned reading.

First and second semesters. —Two hours credit each.

## 401, 402—THE PROPHETIC PERIOD 2 hours

Introduction and interpretation of the prophetic books, both of the former and latter prophets. The nature and scope of prophesism in Israel; its outstanding figures and their messages are studied with due regard for their historical setting and the Hebrew civilization. Appreciation of literary characteristics. Critical questions and Messianic predictions. Whenever pertinent Messianic utterances are projected in modern times for the purpose of comparison. Assigned reading.

First and second semesters. —Two hours credit each.

**RELIGIOUS EDUCATION**

ASSISTANT PROFESSOR FOUST

**\*201, 202—CHRISTIAN MISSIONS***2 hours*

This course deals with the progress of the world-wide Christian missions from the time of the Apostles to the present. It includes a study of the divine plan for the spread of the Gospel, a survey of the lives and work of the greatest missionary heroes, and a view of the conditions and needs of the principal modern mission fields.

First and second semesters. —Two hours credit each.

**301, 302—CHRISTIAN EVIDENCES***2 hours*

The long established standard lines of defense are not neglected, but emphasis is placed on the new alignment between the opposing forces today as seen especially in the fundamental differences between Modernism and Conservative or Evangelical Christianity. Attention is given to the testimony of Archeology, science, anti-Christian theories, evolution, modern philosophy, comparative religion, the practical difficulties of the doubter, and the supreme argument for our Christian faith, the Central Fact and Personality of our Religion, "the irreducible Christ" as revealed in the New Testament, as experienced in the larger spiritual life of the world, and as manifested in Christian history. Modern Liberalism is shown to be absolutely powerless as a remedy for the world's need; and faith is seen to be compelled, both logically and experimentally, in the Bible as the special and authoritative revelation of God and His will, and in Christ as alone sufficient for the individual, social and ethical redemption and regeneration of the world.

First and second semesters. —Two hours credit each.

**311—PRINCIPLES OF RELIGIOUS EDUCATION***2 hours*

The student in this course seeks for the principles underlying a real Christian philosophy of life. He faces squarely the relation of religion and education, the true motives and vital objectives in religious education and the bearing of religious education on Christian character, ethical life and life's problems. The course gives vitally helpful instruction in the training of teachers for the home, the Sunday School and all other schools of every grade. The principles underlying the teaching of Jesus are found to determine all religious teaching—in fact, all teaching. The necessity for the new birth and the authority of the Bible are maintained as basic.

First semester. —Two hours credit.

**312—HOW TO TEACH RELIGION***2 hours*

This course applies the principles discovered in Course 311 to the actual teaching of religion to all ages and classes. It reveals the teacher as one with a prophetic impulse, speaking for God, under a sense of responsibility to "give diligence to present himself approved unto God, a workman that needeth not to be ashamed, hold-

\*Significance of numbers, see page 36.



ing a straight course in the Word of Truth." In such a spirit it sets out to study all the beliefs and most scientific methods of making the teaching most effective in achieving the divinely appointed goal in the character and life of the pupil.

Second semester. —Two hours credit.

#### 321, 322—HISTORY OF RELIGION

2 hours

This course traces the history of religion from the earliest times to the present. Truth, as well as error, is recognized wherever found, and the religious struggles of all peoples are studied with sympathetic attention. The student is exhorted to be entirely unprejudiced and fair in his judgment of the various religions which have developed. This very attitude leads the student to see that the religion of the Bible is the only one that ever has caused men to "arrive" at that individual salvation and social reconstruction for which the adherents of other religions have been anxiously but blindly seeking down through the centuries.

First and second semesters. —Two hours credit each.

Omitted in 1936-37.

#### 401—PSYCHOLOGY OF RELIGION

3 hours

The nature, origin and development of the religious consciousness. A study is made of the various forms of religious psychic phenomena. An attempt is made to correlate and to evaluate both the subjective and objective factors of the various religions and religious tendencies. Same as Philosophy 401. Prerequisites, Psychology 201-202.

First semester. —Three hours credit.

#### 402—PHILOSOPHY OF RELIGION

3 hours

This course deals with the philosophical conceptions and principles of religion in general with the place of religion in human experience. It also deals with the principal conceptions and motives of the great historic religions. Special emphasis is given to the philosophy of the Christian religion. Same as Philosophy 402. Prerequisite, Philosophy 311, 312 or 321, 322.

Second semester. —Three hours credit.

#### 432—ORGANIZATION AND ADMINISTRATION OF RELIGIOUS EDUCATION

2 hours

Beginning with a brief survey of the history of Religious Education, this course will deal with the theory and practice of Religious Education in the local church. The purpose will be to seek to understand the application of the best methods of organizing and administering Religious Education through the Bible School, the Daily Vacation Bible School, and week day religious education in connection with the public school. Some attention may be given to the curricula and the principle of unifying the program of Religious Education in the local church.

Second semester. —Two hours credit.

Note:—Students who hold baccalaureate degrees and are interested in special preparation for religious service or special students who have not completed a college course, but desire to spend a year or more in the study of the Bible and Theology, should send for the bulletin "Special Course for Christian Workers."

## PHILOSOPHY

ASSOCIATE PROFESSOR AYRES

Students majoring in this department must take Psychology 201-202 as a prerequisite, and must include in the major courses 301-302, 321, 322. The department offers more than the twenty-four hours required for a major, but as some of the courses are offered in alternate years, the student should carefully plan the work under the guidance of his major professor. Students wishing to take a minor in Philosophy must include either Courses 301-302 or 321, 322. For the student who wishes to elect courses for general culture, or as a basis for the interpretation of literature or history, these courses are strongly advised.

### \*301-302—LOGIC

2 hours

Both deductive and inductive logic are included in these courses. In the first part of the year the different kinds of terms, propositions, and syllogisms are studied, with the laws of validity. Exercises give the student practice in detecting fallacies, both formal and material. In the second semester most of the time is given to scientific method, including Mill's Canons, statistics, averages, correlation, etc. Prerequisite, Psychology 201-202; or may be taken at the same time by sophomores who expect to take their major in Philosophy. First and second semesters. —Two hours credit each.

### 311—INTRODUCTION TO PHILOSOPHY

3 hours

This course introduces the student to the meaning and methods of philosophy in contrast with those used in the various limited fields of science. It is intended to lead the student to see experience as a whole. The various problems which have divided philosophers, giving various interpretations and trends are considered. The purpose is to acquaint the student with the field of philosophy, to lead him into the ability to interpret philosophical language, and to do critical thinking, rather than to inculcate any particular world view. This course alternates with 321. Prerequisite, Psychology 201-202, with Philosophy 301-302 strongly advised, or to be taken at the same time. First semester. —Three hours credit.

### 312—TYPES OF PHILOSOPHY

3 hours

This course considers the various types of philosophy which have historically developed from the various problems of philosophy, and their attempted solutions. It especially takes notice of the implications of any special solution as related to other problems. This course alternates with 322. Prerequisite, the same as in 311. Second semester. —Three hours credit.

### 321—HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY

3 hours

This course begins with the early Greek philosophy, about 600 B. C., and covers the great philosophers, schools of thought and lines \*Significance of numbers, see page 36.



of development, through the period of scholasticism, to 1453. The thought movements are considered in relation to the general historic background, and there is an attempt to trace the continuity of certain dominating principles. Such biographical elements as add interest are used. This course, with 322, furnishes not only the necessary groundwork for all more highly specialized courses, but an excellent preparation for an intelligent interpretation of literature, theology, and religion. This course alternates with 311. It makes very little difference which of these courses is taken first. Prerequisite, the same as in 311. First semester. —Three hours credit.

Omitted in 1936-37.

### 322—HISTORY OF MODERN PHILOSOPHY

3 hours

The transition to the modern period is included with the strictly modern period. The fundamental concepts and organizing principles of the great philosophers of this period are studied, with brief biographies of the most important. Selected readings from the works of many supplement the expositions and interpretations given by text writers and teachers. Some of these great philosophers are Bacon, Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, Fichte, Schelling, Hegel, Schopenhauer, Comte, Mill, Spencer, Lotze. This course, with 321, furnishes an almost indispensable background for the interpretation of the history, literature and conceptual life of the world. It alternates with 312. Prerequisite, same as in 311, and, in addition, course 321.

Second semester. —Three hours credit.

Omitted in 1936-37.

### 331, 332—ETHICS

2 hours

The year's study of the moral ideal, on the way of the good life, will fall into two main divisions according to the factors emphasized. In the first semester the search for the *summum bonum*, or highest good, will be studied historically, beginning with Socrates, and coming through Plato, Aristotle, the Stoics, the Epicureans, Hobbes, Hume, the great English moralists, Utilitarianism, Kant's formalism, evolutionary ethics of Spencer.

In the second semester, there will be an earnest attempt to find the Christian ideal or way of life; to relate moral values to religion; and to consider the relation of moral values to other eternal values. Practical problems for discussion. These courses alternate with 411, 412. Prerequisite, 311, 312 or 321, 322; or this course may parallel either of these prerequisites.

First and second semesters. —Two hours credit each.

### 342—ESTHETICS

2 hours

A brief consideration of the philosophy of esthetic values and the psychology of the esthetic experience. The principles will be illustrated in the various fields of fine arts. This is an excellent cultural course for the general student. It will furnish principles for the criticism of art and will greatly aid in artistic appreciation. Prerequisite, Psychology 201-202.

Second semester. —Two hours credit.

## 401—PSYCHOLOGY OF RELIGION

3 hours

The nature, origin, and development of the religious consciousness. A study is made of the various forms of religious psychic phenomena. An attempt is made to correlate the subjective and objective factors in religious experience. Symbolism, ritual, and ceremonial are considered in relation to religious and spiritual values. Mysticism in its various forms is studied with an attempt to find its essential elements. The Christian religious experience in childhood, adolescence, and adulthood receives special attention. Prerequisite, Psychology 201-202.

First semester. —Three hours credit.

## 402—PHILOSOPHY OF RELIGION

3 hours

This course deals with the most fundamental conceptions of the great historic religions, their truth and value. Most attention is given to the Christian religion. Prerequisites, Philosophy 401 and at least two other courses in philosophy (two courses meaning two course-numbers). The courses to be preferred to meet this requirement are 311, 312 or 321, 322. This course may parallel these prerequisites.

Second semester. —Three hours credit.

## 411—CONTEMPORARY PHILOSOPHY

2 hours

The systems of recent and living philosophers, both European and American. This course alternates with 331. Prerequisite, 311, 312 or 321, 322, preferably 321, 322.

First semester. —Two hours credit.

Omitted in 1936-37.

## 412—PERSONALISM

2 hours

This course will deal with this special school of idealistic and theistic philosophy. It alternates with 332. Prerequisite, the same as for 411.

Second semester. —Two hours credit.

Omitted in 1936-37.

## THEOLOGY

PROFESSOR CHARBONNIER

## \*301-302—HOMILETICS AND PRACTICAL THEOLOGY

2 hours

This course involves the consideration of the sources, selection and preparation of sermonic material; the organization and construction of topical, textual and expository types of sermon; a survey of the history of preaching with emphasis on the life and work of great preachers, both ancient and modern. The Pastoral Office; the minister in the pulpit; public worship; the minister and his congregation; the parish; the community. Collateral reading, sermon outlines. Practice preaching. Instruction by text book, lectures and class practice.

First and second semesters. —Two hours credit each.

Given on sufficient demand.



321, 322—CHRISTIAN THEOLOGY (Systematic and  
Biblical)

3 hours

Theology proper and its relationship to the various disciplines of human knowledge. Theism, comprehensive exposition of the structural principles of the Christian religion. Systemization of the Bible doctrines as the unfolding of the Revelation of God from Genesis to Apocalypse. The fundamental functions of revelation, inspiration, and illumination. The Trinity. The Holy Ghost. Anthropology. Sina. Christology according to the Holy Scripture and the Ecumenical Councils; refutation of ancient and modern heresies. Soteriology, atonement, justification, regeneration, assurance, sanctification and salvation. Eschatology. Ecclesiology. The sacraments. The Pentecostal church. Assigned reading and essay. Instruction by text book, lectures and discussion.

First and second semesters. —Two hours credit each.

401, 402—HERMENEUTICS

2 hours

General Hermeneutics and working principles; qualifications of an interpreter. Methods of interpretation, grammatico-historical, allegorical. Context, scope, plan. Value of external and internal evidences. Special Hermeneutics, Hebrew poetry, figurative language, simile, metaphor; fables, riddles and enigmas; parables, allegories; types, proverbs, symbols. The use of harmony and diversity. Controverted passages subject of class study. Collateral reading, practical problems of interpretation. Instruction by lectures.

First and second semesters. —Two hours credit each.

421—PLENARY INSPIRATION—THE OLD AND NEW  
TESTAMENT CANON

2 hours

A vindication of Theopneusty in the light of recent findings and discoveries. Internal and external evidences; grammatical and philological controverted points are cleared by the aid of semantics and linguistics. Knowledge of Greek is required, and Hebrew will be referred to when necessary. Collateral reading and reports.

First semester. —Two hours credit.

Given on sufficient demand.

422—THE THEOLOGY OF CRISIS AND PRESENT  
TRENDS IN RELIGIOUS BELIEF

2 hours

A summary of contemporaneous theological movements which seek to harmonize Christianity with the new intellectual environment. Barthianism as a modification of Schleiermacher's and Ritschl's Immanentism; the New Oxford Movement; mysticism and other related European theological tendencies. Supervised reading. Lecture course. Second semester. —Two hours credit.

Given on sufficient demand.

\*Significance of numbers, see page 36.

**BIOLOGY**

PROFESSOR TINKLE

Students who expect to take advanced work in Biology should take at least one year in Chemistry and, if possible, a year in Physics. Those who are majoring in the department should take enough courses giving Zoology credit so that the major can be counted in that field. Major work requires concentration.

**\*201-202—ZOOLOGY***4 hours*

A comprehensive study of the animal kingdom, beginning with the more abundant forms and continuing through more simple phyla, ending with the Vertebrates. Zoological principles are explained. Individual dissections and drawings are made. Required of those taking a major in Biology. Two hours discussion and four hours laboratory a week.

First and second semesters. —Four hours credit each.

**241-242—BOTANY***4 hours*

The structures and functions of plants, beginning with those most commonly dealt with and preceeding to forms less common. Classification, Ecology, and Physiology are emphasized. Students learn to recognize the plants of the neighborhood. Two hours discussion and four hours laboratory a week.

First and second semesters. —Four hours credit each.

**311-312—HUMAN PHYSIOLOGY***3 hours*

A course covering the structure, functions and care of the human mechanism, with emphasis upon the second. There are valuable demonstrations and drills. Three hours a week. Prerequisite, course 201-202 or permission of instructor.

First and second semesters. —Three hours credit each.

**322—ORNITHOLOGY***2 hours*

A study of the anatomy, classification, life history and migrations of birds. Individual observation is required. Biological principles are illustrated well by this class of animals. One hour discussion and two hours laboratory of field work a week.

Second semester. —Two hours credit.

Omitted in 1936-37.

**331-332—COMPARATIVE ANATOMY***2 hours*

A careful study of typical chordates, comparing their structures. The homologies of organs are traced. The dogfish shark, turtle, and cat are studied most carefully. Designed principally for premedical students. One hour discussion and two hours laboratory a week. Prerequisite, course 201-202.

First and second semesters. —Two hours credit each.

Omitted in 1936-37.

\*Significance of numbers, see page 36.





SWALLOW-ROBIN DORMITORY FOR MEN

*One of the seven beautiful modern brick buildings which house the work of Taylor University*



## 351—ENTOMOLOGY

3 hours

A first-hand study of the most numerous class of animals. Insects are collected in the field and classified. Good practice is afforded in Taxonomy. Life history and economic importance are stressed. Principles of Ecology are illustrated. Two hours discussion and two hours laboratory or field work a week. Prerequisite, course 201-202.

First semester. —Three hours credit.

Omitted in 1936-37.

## 362—GENETICS

3 hours

The principles which govern heredity and variation in plants, animals, and man are studied. Sufficient Cytology is included to explain the physical basis of heredity. Lectures are reinforced by demonstrations and problems. Recent discoveries have made this an important field. It furnishes part of the foundation for Psychology and Sociology. Three hours a week. Prerequisite, course 201-202 or 241-242.

Second semester. —Three hours credit.

Omitted in 1936-37.

## 431-432—EMBRYOLOGY

2 hours

The development of the chordate embryo is studied, the principal basis being *Amphioxus*, frog, and chick. Both prepared slides and living embryos are employed. Designed principally for pre-medical students, but also is of value for general culture. One hour discussion and two hours laboratory a week. Prerequisite, course 201-202. First and second semesters; —Two hours credit each.

## 451, 452—ZOOLOGICAL PROBLEMS

Open only to juniors and seniors who show sufficient ability to be permitted to make a beginning at research work. The student is assigned some course of study related to the courses he already has taken and also to his major interest. Thus his training becomes well rounded.

Hours and credit to be arranged.

## 471—TEACHING OF SCIENCE

2 hours

A practical study of the high school Biology course: its aims, methods, and problems. Open to juniors and seniors who are electing Biology as a subject in which to secure a teacher's license. Two hours a week. Same as Education 322.

First semester. —Two hours credit.

Omitted in 1936-37.



## CHEMISTRY AND HOME ECONOMICS

PROFESSOR HARLOWE EVANS, ASSISTANT PROFESSOR DARE

### CHEMISTRY

PROFESSOR EVANS

The department of Chemistry is intended primarily to prepare students to teach Chemistry in secondary schools, to enter graduate schools and to fill positions in chemical industries. Many students find work in this department in preparing for advanced study, undergraduate or graduate, in technical and professional schools, such as chemical or metallurgical engineering, medicine, nursing, dentistry, pharmacy and the various fields of agricultural specialization. It may be used also to fulfill the science requirement for those not primarily interested in science, but who wish to learn something of Chemistry's ever enlarging place in the modern scientific and industrial world.

A major in this department requires at least 24 semester hours of Chemistry, including courses 201-202, 301, 302, 401-402. Mathematics, Physics, Biology and Home Economics are satisfactory minors. Their selection should depend largely upon the phase of chemistry in which the student is especially interested.

It is recommended that those intending to major in Chemistry take Mathematics 111-112, 121, and 122 in their Freshman year and start their work in Chemistry not later than the Sophomore year.\*

For those students wishing to continue this science in Graduate school or desiring to enter a chemical industry, at least 30 hours of Chemistry, a reading knowledge of German and a course in Calculus are highly desirable.

All pre-professional and technical students should consult with the professor about their needs at the beginning of their Freshman year.

\*See pre-med and pre-engineering requirements, pages 74 and 75, for exceptions.

#### \*201-202—GENERAL INORGANIC CHEMISTRY 5 hours

A study of the laws and theories of chemistry; the preparations, physical and chemical properties and uses of the more important metallic and non-metallic substances. Some of the applications of Chemistry to modern life are studied. An attempt is made to promote the sense of unity of purpose in the physical universe. The laboratory work is well correlated with the class discussions. This course is open to those studying Chemistry for the first time as well as to those who have had high school work in Chemistry. Three hours recitation and four hours laboratory.

First and second semesters. —Five hours' credit each.

#### 301—QUALITATIVE ANALYSIS 5 hours

A study of those theories of Chemistry and of those properties of the metallic salts which are useful in their separation and identification. The laboratory work consists of the systematic qualitative analysis of "known" and "unknown" compounds and mixtures in

solution and in the solid state. Two hours recitation and six hours laboratory. Prerequisites, Chemistry 201-202.  
First semester. —Five hours credit.

302—QUANTITATIVE ANALYSIS 5 hours

An elementary course in quantitative analysis including the theory and practice of gravimetric and volumetric analysis. The laboratory work is preceded by a detailed study of the methods to be used. Two hours recitation and six hours laboratory. Prerequisite, Chemistry 301.

Second semester. —Five hours credit.

401-402—ORGANIC CHEMISTRY 4 hours

A study of the chemistry of carbon compounds. The methods of preparation, the distinctive characteristics and reactions of the various types of aliphatic compounds and carbohydrates are studied the first semester. A similar study of the aromatic compounds with an introduction to special classes of compounds, such as: the proteins, terpenes, alkaloids and dyes is made the second semester. The laboratory work consists of preparation of various types of organic compounds, a study of their distinctive reactions and an introduction to qualitative organic analysis. Two hours recitation and four hours laboratory. Prerequisites, Chemistry 201-202.

First and second semesters. —Four hours credit each.

411-412—ELEMENTARY PHYSICAL CHEMISTRY 2 hours

A study of the fundamental laws and theories of Chemistry, such as: laws of gases, solutions, conductance, thermochemistry, photochemistry, colloids, homogeneous and heterogeneous equilibrium, chemical kinetics, electromotive force, radioactivity and atomic structure. Two hours recitation, collateral reading and reports. Prerequisites, Chemistry 301, 302, 401-402 and Physics 211-212. Mathematics 211-212 is desirable.

First and second semesters. —Two hours credit each.

Omitted in 1936-37.

421—HISTORY OF CHEMISTRY 2 hours

A review of the lives and work of the men, and of the related scientific developments, which have been instrumental in the advancement of Chemistry. Two hours recitation, collateral reading and reports. Prerequisites, Chemistry 401-402.

First semester. —Two hours credit.

Omitted in 1936-37.

431—ADVANCED ORGANIC CHEMISTRY 3 hours

A more complete study of some of the special classes of compounds introduced in course 402, such as: the terpenes, dyes and proteins. Also a study of some of the modern theories regarding color, molecular structure and stereoisomerism. Three hours recitation, collateral reading and reports. Prerequisite, Chemistry 401-402.

First semester. —Three hours credit.

Omitted in 1936-37.

\*Significance of numbers, see page 36.



**432—ELEMENTARY COLLOID CHEMISTRY** 2 or 3 hours

An introduction to the study of the fundamental principles of colloid chemistry. This course is designed to make a full year of advanced work with either course 421 or 431, hence the credit is made flexible. Two or three hours recitation, collateral reading and reports. Prerequisite, Chemistry 401-402.

Second semester. Two or three hours credit.

Omitted in 1936-37.

**471—TEACHING AND SCIENCE** 2 hours

A practical study of the High School Chemistry course: its aims, methods, and problems. Open to juniors and seniors who are electing Chemistry as a subject in which to secure a teacher's license. Two hours recitation, collateral reading and reports. This is the same course as Education 322 and does not count on a Chemistry major. Prerequisites, see Education 322.

First semester. —Two hours credit.

Omitted in 1936-37.

**HOME ECONOMICS**

ASSISTANT PROFESSOR DARE

The courses offered in this field are planned so they are technical enough to meet the need of the student who wants to use it in the teaching field later on, yet the constant emphasis is to make the work practical so the young woman may really be fitted for her task as a home-maker.

**\*101-102—CLOTHING** 2 hours

A study of the basic principles in clothing selection with emphasis upon the analysis of the individual's clothing problems. Laboratory work includes the fundamentals of clothing construction, the use and alteration of commercial patterns. Four hours laboratory each week.

First and second semesters. —Two hours credit each.

**111-112—FOODS AND NUTRITION** 3 hours

The composition and nutritive value of foods and the study of diet with special consideration of the energy requirement, protein, mineral and vitamin needs of the individual. A study of foods from the standpoint of costs, selection, preparation, meal planning and table service. Recitation and laboratory.

First and second semesters. —Three hours credit each.

**201—TEXTILES** 2 hours

A study of the growth and development of the textile machinery and industries and the factors essential to the intelligent selection, use, laundry and care of textile materials.

First semester. —Two hours credit.

\*Significance of numbers, see page 36.

**202—COSTUME DESIGN***2 hours*

This course includes a discussion of the fundamental principles of design, their application to the selection and adaptation of clothing, and the influence of the principles of garment construction on clothing design.

Second semester. —Two hours credit.

**301-302—DIETETICS***2 hours*

This course deals with the varying requirements of the individual in health and disease from infancy to old age and the making of typical dietaries for the different periods. Special attention is given to the problem of satisfying the varying requirements of a family. Recitation and laboratory. Prerequisite, Home Economics 111, 112, Chemistry, 201, 202.

First and second semesters. —Two hours credit each.

Omitted in 1936-37.

**311—THE HOUSE***2 hours*

This course deals with the studying of house plans, the problems of plumbing, heating, lighting and ventilating, the study of household furnishings and equipment and the care of the household.

First semester. —Two hours credit.

**312—THE FAMILY***2 hours*

A study of the family as a social group with emphasis on woman in her various relations such as: a citizen, a member of society and in the home.

Second semester. —Two hours credit.

**322—ADVANCED CLOTHING***2 hours*

This course includes advanced problems in dressmaking with emphasis on adaptation of pattern to the individual and remodeling of garments. It includes the study of the trend of fashion and style in relation to good taste in dress. Prerequisites, Home Economics 101, 102.

Second semester. —Two hours credit.

**342—TEACHING OF HOME ECONOMICS***2 hours*

The organization of material and planning of courses in Home Economics adapted to various types of high schools. Does not count on major. Same as Education 322.

Second semester. —Two hours credit.

Omitted in 1936-37.

**ECONOMICS AND SOCIOLOGY**

PROFESSOR HOWARD, ASSISTANT PROFESSOR CRAWFORD

**ECONOMICS**

ASSISTANT PROFESSOR CRAWFORD

**\*201-202—PRINCIPLES OF ECONOMICS***3 hours*

A survey of the industrial life of society from an institutional approach. This course is designed to meet the needs of the student

\*Significance of numbers, see page 36.



who wishes to secure a knowledge of the economic environment in which he lives. It is also outlined as a preliminary course for economics and sociology majors. Prerequisite to all other economic courses and required of sociology majors. Not open to freshmen.

First and second semesters. —Three hours credit each.

### 301—LABOR HISTORY AND LEGISLATION 2 hours

A study of the development and organization of labor movements in Great Britain and the United States. Trade, industrial, and labor unionism. Principles and policies of labor and industry. Methods of procuring legislation; progress made; and recent tendencies.

First semester. —Two hours credit.

### 302—LABOR PROBLEMS 2 hours

A study of the relationships between labor and free land; immigration; child labor; women in industry; insurance; working conditions; unemployment. An analysis of the problems involved in the labor-capital struggle and an investigation of the agencies for industrial peace.

Second semester. —Two hours credit.

### 321, 322—FINANCIAL ORGANIZATION OF SOCIETY 2 hours

The purpose of this course is to give a broad general view of our whole financial system. Review of world finances up to 1791. The United States Bank; Independent Treasury System; state banks; coinage; note issue; legislation, especially after 1863 with the National Banking System. Detailed study is made of the functions of money and banking with special reference to the Federal Reserve System.

First and second semesters. —Two hours credit each.

Alternates with Economics 301, 302.

Omitted in 1936-37.

### 331—ECONOMIC HISTORY OF THE UNITED STATES 3 hours

See History 302. Student may elect to take as credit for either economics or history but not for both.

## SOCIOLOGY

PROFESSOR HOWARD

Courses 101-102 are prerequisites to all other courses in the department. A major in Sociology is twenty-four hours as a minimum. Economics 201-202 is required of those majoring in Sociology.

### \*101-102—INTRODUCTION TO SOCIETY 2 hours

A general survey of the Biological, Physical, Psychological, and Cultural factors in the development of human society; the social processes; social organization and social control. Prerequisite to all other courses in Sociology.

First and second semesters. —Two hours credit each.

\*Significance of numbers, see page 36.

## 201—RURAL SOCIOLOGY

2 hours

A survey of the sociology of rural life; the Psychology of rural life; rural social values; the rural standard of living. Definite problems are studied as: the rural family, the school, the church, health, recreation, and farmer towns—country relationships.

First semester. —Two hours credit.

## 202—URBAN SOCIOLOGY

2 hours

A study of the location and growth of cities. Special attention is given to the social ecology of the city; the basis and nature of urban social types and urban social pathologies together with various corrective measures for social adjustment. Some significant consequences of urban growth and definite institutions of the urban population are considered.

Second semester. —Two hours credit.

## 211—THE AMERICAN RACE PROBLEM

2 hours

The racial composition of the American population; racial conflict and accommodation; the theory of racial superiority; the growth of race consciousness; the role of the mulatto, and other phases of the racial problem in the American situation.

First semester. —Two hours credit.

Omitted in 1936-37.

## 212—IMMIGRATION &amp; ASSIMILATION

2 hours

A general survey of the history of immigration; the causes of migration; the cultural background of the immigrant; the influence of the presence of emigrants on American political, economic, and social institutions and the factors which effect the assimilation of the immigrant in American cultural life.

Second semester. —Two hours credit.

Omitted in 1936-37.

## 311—SOCIAL PSYCHOLOGY

3 hours

A study of personality and social adjustment. The dynamic effects of social contacts upon human behavior. Same as Psychology 401.

First semester. —Three hours credit.

## 312—POPULATION &amp; EUGENICS

3 hours

A study of early theories and policies of population; the growth of population; the social factors of the birth and death rates; the social and biological significance of the differential birth rate and the problem of quality involved in the differential growth of the economic and social classes.

Second semester. —Three hours credit.

Omitted in 1936-37.



## 321—CRIMINOLOGY

3 hours

The costs and causes of crime; the theories of punishment; penal institutions; the police and the detection of crime; the modern treatment of the criminal.

First semester. —Three hours credit.

Omitted in 1936-37.

## 322—SOCIAL PATHOLOGY

3 hours

A study of the causes, extent and the factors involved in social pathology. The care and treatment of the social inadequate; preventive agencies and methods.

Second semester. —Three hours credit.

Omitted in 1936-37.

## 411—THE FAMILY

3 hours

A historical survey of the background of the family. The psychology of family relationships and adjustments. The economic and social influences determining the changed status of the members of the family to each other. Factors causing family instability, and some suggestions for the conservation of the family.

First semester. —Three hours credit.

## 412—CHILD WELFARE

3 hours

A critical study of the various factors influencing the development of the child's personality and the analysis of the environmental and educational factors which may influence behavior. Special attention will be given to the volitional and the emotional development of the child and the acquiring of personal habits and social traits.

Second semester. —Three hours credit.

## 431, 432—SOCIAL RESEARCH

2 hours

A course dealing with the major problems of contemporary American society. Intensive reading and investigation by the student on some definite assigned problem. Papers, reports, and class discussion. Prerequisite, sixteen hours in Sociology and consent of instructor.

First and second semesters. —Two hours credit each.

Given on sufficient demand.

**EDUCATION AND PSYCHOLOGY**

PROFESSOR BARNARD, ASSISTANT PROFESSOR KING

**EDUCATION**

PROFESSOR BARNARD

**CRITIC TEACHERS**

- Bragg, Theodore S. - History - B. S. Ball State Teacher's College  
1928 - Upland High School
- Brownlee, Elizabeth - French - A. B. Earlham College 1925 - Marion  
High School
- Lewis, Howard C. - Chemistry, English, History - A. B. Indiana  
University 1926 - Upland High School
- McGeath, Delight - English - A. B. Western College for Women  
1925 - Hartford City High School
- Nesbit, Esther E. - Music - B. Mus. in Ed. Illinois Wesleyan Uni-  
versity School of Music 1930 - Hartford City High School.
- Pearson, Helen R. - Mathematics - A. B., A. M. Indiana University  
1926, 1931 - Hartford City High School
- Pugh, J. L. - Social Science - B. S. Ball State Teachers' College  
1928 - Upland High School
- Sturgeon, Mrs. Daisy K. - English, Latin - A. B. Indiana University  
1904; A. M. Chicago University 1915 - Upland High School
- Telle, George H. - Mathematics - A. B. Indiana University 1920  
Hartford City High School
- Wilson, David - Mathematics - B. S. Ball State Teachers' College  
1929 - Upland High School.

The Department of Education endeavors to meet the needs of those who desire the subject for state certification and those who desire it for its general educational value or its value in religious or social activities. The courses are planned with these two types of students in view.

If one desires a high school certificate at the time he receives his Bachelor's degree, selection of the courses in this department should be governed by the requirements of the student's home state. Our Indiana standard will meet the requirements of a number of states. Unless students desire it otherwise, courses are always arranged to meet the Indiana standard. It is highly important that students who desire to become teachers, make up their minds as early in their course as possible. Many who enter the Teacher Training curricula have their minds made up before they enter college. It is very often too late to begin in their Junior year. *As soon as their minds are made up it is imperative that students keep in constant touch with the head of this department, who is the Director of Teacher Training in Taylor University.* If a student knows as a Freshman that he will prepare to teach, he should during this year have his entire four year course planned. His Freshman program should include all the college requirements for his degree, e g., English, Language, Social Science, Bible, and Physical Education.



*DEGREES:*

Students may take one of three degrees and prepare to teach—the Bachelor of Arts, the Bachelor of Science or the Bachelor of Science in Education. For each degree the closest of guidance is necessary. *REQUIREMENTS for the Degree of Bachelor of Science in Education:*

Candidates for the degree of Bachelor of Science in Education must have completed one hundred twenty hours, with the standing of one hundred twenty quality points besides four credit hours in physical education.

*Subjects Required*

English (Rhetoric) .....	6 hours
Psychology (General) .....	4 hours
Science (Laboratory) .....	8 hours
Bible .....	6 hours
Foreign Language (Note 1) .....	6-14 hours
Education (Note 2) .....	24 hours
An academic major .....	24 hours
One minor (Note 3) .....	16 hours
Physical Education .....	4 hours
Electives .....	18-46 hours

*Notes:*

1. If no language is offered for entrance, fourteen hours are required. If two or three units are offered, six hours in the same language are required. If four units are offered for entrance there is no further language requirement.
2. Required courses in Education are 341; 342; 311; 312; 321; 301-302 or 401-402; and 421. Electives may be taken from other courses listed in Education. When a state department requires some course other than those mentioned, that course in Education may be substituted.
3. For Indiana teachers, and students of other states with like standards, the minor must be raised to twenty-four hours.
4. When possible to do so, the student is advised to use a part of his electives in other fields. If Music is taken as a teaching subject the student is advised to take more than the minimum of applied music.

For further information concerning licensing and certification of teachers in Indiana, other state requirements, and other courses in Education, write for special bulletin on Education.

*Professional Academic preparation for Indiana:*

Secondary Education (Ed. 311) .....	3 hrs.
Principles of Teaching in the High School (Ed. 312) .....	3 hrs.
Psychology (201-202) and Educational Psychology (Ed. 341) .....	6 hrs.
Methods in two teaching subjects (Ed. 321 or 322) ..	4 hrs.
Student Teaching (Ed. 421 or 422) .....	3 hrs.

Taylor University is accredited for certification in the following departments: English, French, Latin, Mathematics, Science (Options I, II, and Option III in Chemistry and Biology), Social Science (Options I, II, and III), Speech and Music (regular certificate only). Courses in English, Social Science, Science and Music are designated in special bulletin in Education for license options.

**\*211—INTRODUCTION TO EDUCATION** *2 hours*

This is a general survey course of the field of education and teaching. As its name implies, it introduces the students to the theory of education and principles underlying the same. The work is suitable to the needs of either the students preparing to teach or to those who do not desire to specialize in education.

First semester. —Two hours credit.

**212—CLASSROOM MANAGEMENT** *2 hours*

In this course we deal with such topics as the following: Class membership and attendance, order and discipline, incentives, health of the pupil, grading and promotion, the curriculum, the daily program, the lesson assignment, supervised study, tests and measurements, formal and informal classes.

Second semester. —Two hours credit.

**221—EDUCATIONAL SOCIOLOGY** *2 hours*

This course deals with education as a social process conditioned by social groups and institutions, social attitudes and values. It deals with the pupil as a member of various groups: the sociological basis of teaching and classroom organization. It also emphasizes the sociological aspects of the curriculum and the relation of the school to the community.

First semester. —Two hours credit.

Omitted in 1936-37.

**301—HISTORY OF EDUCATION** *2 hours*

This course deals with growth of educational ideals in Europe. Emphasis is laid upon the political, social and economic conditions in so far as they have influenced the educational ideals of the times. The educational views of outstanding men like Socrates, Plato, Rabelais, Erasmus, John Calvin and others will be stressed. The influence of Christianity on Education will be discussed. The course will close with the influence of the Reformation.

First semester. —Two hours credit.

Omitted in 1936-37.

**302—HISTORY OF EDUCATION IN THE UNITED STATES** *2 hours*

The influence of European ideals upon the schools of the United States, on Colonial education; social, economic and political influence on the development of education; the rise and expansion of public education; the growth of the high school and the development of the teaching profession; support and control of public education; the entire period of education from the earliest Colonial effort down to the present time is covered. Intended for those students who desire to know about the origin and development of education in the United States.

Second semester. —Two hours credit.

Omitted in 1936-37.

\*Significance of numbers, see page 36.



## 311—SECONDARY EDUCATION

3 hours

In this course we make an effort to set forth the fundamental principles of secondary education. To do this we study briefly the secondary schools of Germany, England and France first and follow this with our own system. The main topics for class discussion center around (1) the general purpose of education, (2) the relation of secondary education to other levels of education, (3) selection of students for secondary schools, (4) the content and organization of the high school course of study, (5) the relation of secondary education and vocational education, (6) the qualifications of secondary teachers, (7) general methods of teaching, (8) progress in high school studies, and (9) comparison of results obtained.

First semester. —Three hours credit.

## 312—PRINCIPLES AND TECHNIQUE OF HIGH SCHOOL INSTRUCTION

3 hours

General methods for teaching in the high school constitute an important part of this course. Principles that underlie the teaching of every high school subject are stressed more than particular methods or devices for each subject. The teaching technique is emphasized. Only those preparing to teach are advised to take this course.

Second semester. —Three hours credit.

## 321 or 322—THE METHODS OF TEACHING HIGH SCHOOL SUBJECTS

The following courses deal with the organization and technique of the teaching of high school subjects. They aim to give thorough acquaintance with selection, organization and presentation of methods of instruction of such subjects.

—Bi. The Teaching of Biology	T. Th.	2 hrs.
—Ch. The Teaching of Chemistry	T. Th.	2 hrs.
—En. The Teaching of English	T. Th.	2 hrs.
—Fr. The Teaching of French	T. Th.	2 hrs.
—HE. The Teaching of Home Economics	T. Th.	2 hrs.
—La. The Teaching of Latin	T. Th.	2 hrs.
—Ma. The Teaching of Mathematics	T. Th.	2 hrs.
—Mu. The Teaching of Music	T. Th.	2 hrs.
—Sp. The Teaching of Speech	T. Th.	2 hrs.
—SS. The Teaching of Social Science	T. Th.	2 hrs.

## 331—CHILD PSYCHOLOGY

2 hours

This course deals with the mind of the child from birth up to puberty. Such topics as the sensory life of the child, play, curiosity, imagination, memory, language, imitation, art, musical expression, moral nature, discipline, punishment and others will be subjects for study and class discussion. Members of the class will be asked to study some child for a period of time. Same as Psychology 331.

First semester. —Two hours credit.

## 332—ADOLESCENT PSYCHOLOGY

2 hours

This course will survey the literature bearing upon adolescence. Recent scientific discoveries will be brought out in class. Special attention will be paid to the interests, abilities and instinctive tendencies of youth. Some emphasis will be placed upon the more important phases of mental hygiene in its bearing upon adolescence. Members of

the class will be given an opportunity to participate in some problem which deals with the relation of the adolescent to some institution such as the home, school, church, sports and games. The purpose of this course is to furnish the teacher a better understanding of the physical, intellectual and emotional life of youth and his problems Same as Psychology 332.

Second semester. —Two hours credit.

341—EDUCATIONAL PSYCHOLOGY 3 hours

The purpose of this course is to give a better understanding of the principles of psychology which are used in later courses in Education. Some of the topics to be treated are learning, transfer of training, fatigue, effects of drugs, achievement testing and intelligence testing. The above topics will be related to teaching problems and the building up of a course of study. This course is required in most states for teacher certification. It is recommended for any student of education. Prerequisites, Elementary or General Psychology.

First semester. —Three hours credit.

342—TESTS AND MEASUREMENTS 3 hours

This is an introductory course dealing with both standardized and informal new type tests. Problems involved in the building, administering, scoring and using, and interpreting the results of tests will be considered. Some attention will be given statistical methods to enable the student to classify data and to become familiar with some of the statistical terms.

Second semester. —Three hours credit.

401—PHILOSOPHY OF EDUCATION 2 hours

An attempt is made in this course to present the educational theories of Dewey, Horne, Bode, Kilpatrick, and others. Conflicting excerpts from present and past educational philosophers will be studied from time to time, and each student led to form his own philosophy.

First semester. —Two hours credit.

402—PRINCIPLES OF EDUCATION 2 hours

This course is planned to give the student an opportunity to develop attitudes of constructive criticism concerning educational aims, curricula, and methods.

Second semester. —Two hours credit.

412—SCHOOL ADMINISTRATION 3 hours

This course includes a brief statement of state, county and city administration, including boards of education. The work and duties of the superintendent, principal and teachers are considered. Educators are recognizing the fact that classroom teachers should understand certain phases of administration in order that they may better understand the necessity of cooperation with the administrative officers of the school.

Second semester. —Three hours credit.

Given on sufficient demand.

421 or 422—SUPERVISED STUDENT TEACHING  
AND OBSERVATION 3 hours

Under the direction of the critic teacher each student assumes for one semester a portion of the responsibility for the instruction, dis-



cipline and grading of one class in the high school of Upland, Matthews, Hartford City or in other high schools as there is need. The divisions of Education 421 or 422 are open to Seniors who have made a grade of B in Education. These students should have an average grade of B in the subject in which student teaching is to be done, and also in all Education courses taken prior to supervised student teaching. All such students should have credit for approximately 20 hours in the subject to be taught and be recommended by the department in charge of the subject. (These courses may be lengthened to meet 5 or 6 hour requirement of some states.)

## PSYCHOLOGY

ASSISTANT PROFESSOR KING

### \*201-202—ELEMENTARY PSYCHOLOGY 2 hours

This course deals with the fundamental principles of the science of psychology. At the same time it is made practical enough so that the student taking but a single course in this field may derive lasting benefit from it. Required of all college students and should be taken in the sophomore year.

First and second semesters. —Two hours credit each.

### 301—MENTAL HYGIENE 3 hours

A survey of the principles of mental health, with reference to mental efficiency, social and emotional adjustment, and personality development. Prerequisites, Psychology 201-202.

First semester. —Three hours credit.

Omitted in 1936-37.

### 302—ABNORMAL PSYCHOLOGY 3 hours

A practical study of the nature of mental ill-health; its causes, means of prevention and the principal remedial techniques receive major attention. The course will be of special value to all who expect to engage in the education of the youth in either the field of secular or religious education. Prerequisites, Psychology 201-202.

Second semester. —Three hours credit.

Omitted in 1936-37.

### 311—PSYCHOLOGY OF LEARNING 2 hours

The economy and technique of the learning process from the theoretical and experimental point of view. A review of the experimental literature and theoretical considerations pertinent to important problems in the field of memory and learning. Prerequisites, Psychology 201-202.

First semester. —Two hours credit.

### 312—VIEWPOINTS IN PSYCHOLOGY 2 hours

A critical evaluation of the contemporary points of view in psychology, disputed theories, and a study of texts representative of modern tendencies. Prerequisites, Psychology 201-202.

Second semester.—Two hours credit.

### 331—CHILD PSYCHOLOGY 2 hours

The life of the child is studied from the genetic standpoint. Original nature, the dawn and development of meaning, the psychology of play, habits, and fears, the beginning of the religious consciousness, are some of the subjects treated. The course is planned for all

\*Significance of numbers, see page 36.

teachers, whether in classroom, home or pulpit. Prerequisites, Psychology 201-202.

First semester. —Two hours credit.

Omitted in 1936-37.

332—**ADOLESCENT PSYCHOLOGY** 2 hours

The peculiar problems of the high school pupil in school, in society, in church, and home receive major attention. The study of the religious consciousness begun in the preceding course is continued. A study is made of the psychology of aesthetic appreciation. Prerequisites, Psychology 201-202.

Second semester. —Two hours credit.

Omitted in 1936-37.

341—**PSYCHOLOGY OF THE AUDIENCE** 3 hours

A course in applied psychology dealing definitely with a variety of organized situations in which one or more performers confront a group of auditors or spectators for the purpose of influencing them. The peculiar psychology of each type of audience is pointed out and the many reasons for the performer's success or failure are indicated. The course points out the various devices for arousing and maintaining the interest of the audience and the effective methods of producing conviction. The influence of the audience on the performer is also analyzed. Prerequisites, Psychology 201-202.

First semester. —Three hours credit.

401—**SOCIAL PSYCHOLOGY** 3 hours

A study of fundamental human instincts; personality and social adjustment; interstimulation by communication, suggestion, imitation, discussion, and accommodation. A study of crowds, mobs, group opinions, group loyalties, group control and group agencies, leadership and social change. Prerequisites, Psychology 201-202.

First semester. —Three hours credit.

402—**PSYCHOLOGY OF PERSONALITY** 3 hours

The problem of personality has become one of dominant influence in scholastic, commercial, legal, and medical centers. Heredity, environment, temperament, instinct, emotion, habit, "drives," intelligence, and kindred subjects are carefully examined with a view to the extraction of any contribution they may make to this absorbing and puzzling subject. The problem of creating personality receives attention. Prerequisites, Psychology 201-202.

Second semester. —Three hours credit.

## ENGLISH AND SPEECH

PROFESSOR BENTLEY, ASSISTANT PROFESSOR ALLBRITTEN,  
ASSISTANT PROFESSOR DENNIS

### ENGLISH

PROFESSOR BENTLEY, ASSISTANT PROFESSOR ALLBRITTEN

Major in English: At least thirty semester hours. A major must include courses 101, 102, 211, 212. The remaining courses should be selected so as to distribute the study as much as possible in the various periods of literature. Students majoring in English should take advance courses in at least one foreign language. It is recommended that English majors take English History, some work in philosophy, and in related fields of language and literature.



**\*101, 102—FRESHMAN COMPOSITION****3 hours**

The technique of writing. Weekly themes. Papers based on observation and on suggested collateral readings. Required of Freshmen. This course is a prerequisite to all other courses in the department of English.

First and second semesters. —Three hours credit each.

**101a—GRAMMAR**

Required of all Freshmen who are found deficient upon taking the entrance test in Grammar. An examination will be given at the end of the semester, and all who pass will not be required to continue in the course.

First semester. —Two hours with no credit.

**201—FUNDAMENTALS OF JOURNALISM****3 hours**

The fundamentals of newspaper practice: news values, gathering news, application of the principles of composition to news writing. Students report for *The Echo*, the school paper.

First semester. —Three hours credit.

**302—ADVANCED COMPOSITION****3 hours**

For students who have acquired some facility in writing and who need some practice in the technicalities of writing and the organization of ideas.

Second semester. —Three hours credit.

Omitted in 1936-37.

**English Literature****211, 212—SURVEY OF ENGLISH LITERATURE****3 hours**

A study of English literature and of literary history from Beowulf to the present. This course serves as an introduction to the advanced courses in English literature.

First and second semesters. —Three hours credit each.

**221, 222—SURVEY OF AMERICAN LITERATURE****3 hours**

A study of American literature and of literary history from its beginning to the present.

First and second semesters. —Three hours credit each.

**311—CLASSIC BACKGROUNDS OF ENGLISH LITERATURE****2 hours**

A study of some Greek and Roman classics in translation.

First semester. —Two hours credit.

Omitted in 1936-37.

**312—MEDIAEVAL BACKGROUND OF ENGLISH LITERATURE****2 hours**

A study of some Mediaeval classics in translation.

Second semester. —Two hours credit.

Omitted in 1936-37.

**321-322—THE ENGLISH LANGUAGE****3 hours**

A historical and philosophical study of the development of the English language in derivation, phonetics, grammar, and idiom.

First and second semesters. —Three hours credit each.

**331—MODERN DRAMA****3 hours**

A study of the trend of modern drama from Ibsen to the present.

First semester. —Three hours credit.

Omitted in 1936-37.

\*Significance of numbers, see page 36.

- 332—LITERARY CRITICISM 3 hours  
A study of the principles of criticism from Aristotle to the present.  
Second semester. —Three hours credit.
- 342—MODERN AMERICAN AND BRITISH POETRY 3 hours  
A study of the technique and an interpretation of recent poetry.  
Second semester. —Three hours credit.
- 351—POETICS 2 hours  
A study of the mechanics of poetry, with some writing of verse.  
First semester. —Two hours credit.
- 352—THE SHORT STORY 2 hours  
A study of the origin and development of the form, with reading and some writing of typical stories.  
Second semester. —Two hours credit.
- 401—MILTON 3 hours  
A study of Milton's poetry, with special attention to *Paradise Lost*.  
First semester. —Three hours credit.  
Omitted in 1936-37.
- 411—THE ENGLISH NOVEL 3 hours  
A study of the origin and development of the form, with reading of types.  
First semester. —Three hours credit.  
Omitted in 1936-37.
- 412—THE ROMANTIC POETS 3 hours  
A study of early nineteenth century poets, with special attention to Wordsworth, Coleridge, Byron, Shelley, Keats.  
Second semester. —Three hours credit.  
Omitted in 1936-37.
- 421—THE VICTORIAN POETS 3 hours  
A study of the poetry of the Victorian age, with special attention to Tennyson and Browning.  
First semester. —Three hours credit.
- 422—THE ENGLISH ESSAY 3 hours  
A study of the English Essay from Bacon to the present.  
Second semester. —Three hours credit.  
Omitted in 1936-37.
- 431—THE DEVELOPMENT OF THE ENGLISH DRAMA 3 hours  
A study of the English drama from its origin to Shakespeare.  
First semester. —Three hours credit.
- 432—SHAKESPEARE 3 hours  
A study of some of the representative dramas of Shakespeare.  
Second semester. —Three hours credit.
- 442—CORRELATION AND HONORS COURSE 3 hours  
A study designed to correlate English courses previously taken, and to lead to research and a comprehensive examination. Required of English majors seeking honors.  
Second semester. —Three hours credit.  
Omitted in 1936-37.



**SPEECH**

ASSISTANT PROFESSOR DENNIS

**\*101-102—FUNDAMENTALS OF SPEECH** *2 hours*

A course in the principles of Speech. The aim of this course is to develop the voice and expressional powers so as to make them "fit instruments to serve the mind and soul." The speaking voice, diction, interpretation, outlining and delivery of speeches are stressed. This course is a prerequisite to all succeeding courses in Speech, except by permission of the head of the department.  
First and second semesters. —Two hours credit each.

**201, 202—ANALYSIS AND INTERPRETATION OF LITERATURE** *2 hours*

This course attempts to give the student the ability to grasp the meaning of some of the best literature and to express that meaning through voice and action.

First and second semesters. —Two hours credit each.

**211—PLAY PRODUCTION** *3 hours*

A course in the fundamentals of producing amateur dramatics. A brief survey of the development of dramatic art, practice in character interpretation, and directing of short plays.

First semester. —Three hours credit.

**212—SHAKESPEARE** *3 hours*

This course aims to give the student a fairly thorough knowledge of one or two plays of Shakespeare with the view of producing one publicly. In this way the student gets not only an understanding of the text but the ability to interpret the characters.

Second semester. —Three hours credit.

**221—ARGUMENTATION AND DEBATE** *3 hours*

A study of the principles of argumentation, evidence, proof, briefing and persuasive speaking. Class discussions on topics of current interest. Prerequisite to course 222.

First semester. —Three hours credit.

**222—INTERCOLLEGIATE DEBATING** *1 hour*

A course for those who participate in intercollegiate debating only, with meetings at least once a week. Several intercollegiate debates are scheduled each season.

Second semester. —One hour credit.

**301—SPEECH COMPOSITION** *2 hours*

An advanced course in public speaking, with emphasis on the analysis of speech models and the preparation of speeches for special occasions. Extemporaneous speaking is encouraged.

First semester. —Two hours credit.

**302—THE ORATION** *2 hours*

A study of the great orators and their orations, and practice in the writing and delivery of original orations. This course offers an excellent training for those who expect to try out for the state contests.

Second semester. —Two hours credit.

\*Significance of numbers, see page 36.

**311, 312—PRIVATE LESSONS***1 hour*

In this course special attention is given to the individual student's needs in speech. This is required of all majors in speech.  
First and second semesters. —One hour credit each.

**401—SPEECH IN THE PULPIT***3 hours*

A study of the various forms of pulpit discourse and sermons of great preachers with practice in the preparation and delivery of sermons. Attention will also be given to the reading of the Scripture and of hymns.

First semester. —Three hours credit.

Omitted in 1936-37.

**402—ADVANCED INTERPRETATION***3 hours*

In this course the student will be expected to do some original work in interpretation and prepare for a public program. Only students who are outstanding in speech will be admitted to this class.

Second semester. —Three hours credit.

Omitted in 1936-37.

**412—THE TEACHING OF SPEECH***3 hours*

This course is open only to majors and those who expect to teach speech. It will consist in a review of the fundamentals of speech and a study of the problems and methods of teaching speech. Does not count on a major in speech.

Second semester. —Three hours credit.

Given on a sufficient demand.

**421, 422—PRIVATE LESSONS***1 hour*

This is a continuation of 311-312 but more advanced and is for majors in speech.

First and second semesters. —One hour credit each.

Omitted in 1936-37.

## HISTORY AND POLITICAL SCIENCE

PROFESSOR OBORN, ASSISTANT PROFESSOR GEORGE EVANS

As a general rule, courses 101, 102 or 111, 112 are prerequisite to courses in the higher levels and students expecting to continue in the department should take those courses during their Freshman and Sophomore years. All students deciding to major in history must consult the head of the department concerning their further courses of study.

**\*101, 102—HISTORY OF THE UNITED STATES***3 hours*

A progressive study of the social, political, and cultural development of the people of the United States from the period of the colonization to the present time. The first semester will carry the narrative as far as the Presidential campaign of 1860. The second semester will begin at that point and complete the story to the present day.

First and second semesters. —Three hours credit each.

**111, 112—HISTORY OF MODERN EUROPE***3 hours*

A study of the social, political, and cultural history of modern Europe which begins with a brief consideration of the Renaissance and the Commercial Revolution, and traces the development of nation-

\*Significance of numbers, see page 36.



alism, the Reformation, and the modern states with a view to understanding the problems of the present era. The first semester is designed to carry the account up to 1789. The second semester will continue the narrative to the present time.

First and second semesters. —Three hours credit each.

201, 202—EUROPE IN THE MIDDLE AGES 2 hours

This course begins with a background survey of the Roman world and the German invasions and deals progressively with the papacy, feudalism, monasticism, the beginnings of modern nations, medieval culture, the crusades, the development of commerce, and the revival of learning.

First and second semesters. —Two hours credit each.

211, 212—HISTORY OF ENGLAND 3 hours

A study of the entire course of English history from the earliest times to the present era. Special emphasis will be given to the social and political aspects of English development.

First and second semesters. —Three hours credit each.

301—HISTORY OF THE AMERICAN FRONTIER 3 hours

A study of the progressive development and westward expansion of the American frontier from the colonial period to its final disappearance. Special emphasis will be given to the social and economic factors that molded the frontier, and to the varied influence of the frontier upon the development of American civilization.

First semester. —Three hours credit.

Omitted in 1936-37.

302—AMERICAN ECONOMIC DEVELOPMENT 3 hours

A study of the history of the economic development of the people of the United States which begins with a survey of the colonial period and treats the agricultural and industrial progress, the rise of capitalism, and the present economic situation.

Second semester. —Three hours credit.

Omitted in 1936-37.

311—HISTORY OF LATIN AMERICA 3 hours

An investigation of the social and political development of the countries of Central and South America which will deal with their origins, their struggles for independence, and their international relations.

First semester. —Three hours credit.

312—HISTORY OF AMERICAN FOREIGN RELATIONS 3 hours

A survey of the diplomatic relations of the United States from the beginning of our national history to the present time, which aims to acquaint the student with our foreign policies and diplomatic procedure.

Second semester. —Three hours credit.

321—GREEK HISTORY 3 hours

A study of the history of the people of Greece, including the Aegean civilization, the classic period, and the Hellenistic kingdoms. Special attention is given to the political, economic, and cultural life of Athens.

First semester. —Three hours credit.

**322—ROMAN HISTORY****3 hours**

A study of the Roman people from their beginnings in Italy to the death of Justinian, with particular attention to their political, economic, social, and cultural institutions and their influence on modern civilization.

Second semester. —Three hours credit.

**401-402—INTRODUCTION TO AMERICAN GOVERNMENT****2 hours**

A study of the foundations of American government will be followed by a survey of the national, state, and local governments and administration. The aim is to prepare the student for intelligent participation in American citizenship.

First and second semesters. —Two hours credit each.

Omitted in 1936-37.

**411-412—INTERNATIONAL LAW****2 hours**

The purpose of this course is to give the student an understanding of the principles and procedure governing the relations between enlightened nations. A study is made of the nature of international law, the organization of the community of nations, the substantive rules of international law, international procedure for the settlement of conflict of claims, and the procedure by self-help for the enforcement of claims.

First and second semesters. —Two hours credit each.

**431-432—HISTORY OF THE CHRISTIAN CHURCH****3 hours**

A progressive study of the development of the Christian Church from its origin to the present day. Special attention will be given to the social and economic factors influencing its growth. This is primarily a lecture course with extensive collateral reading and occasional reports.

First and second semesters. —Three hours credit each.

Omitted in 1936-37.

**MATHEMATICS AND PHYSICS****PROFESSOR DRAPER****MATHEMATICS****PROFESSOR DRAPER**

Students expecting to major in Mathematics or Physics, and those preparing for scientific work, including engineering, should elect courses 111-112, 121, 122, in the freshman year. Course 211-212 is required for a major, and if Solid Geometry is not offered for entrance it must be taken in addition.

**\*101—SOLID GEOMETRY****2 hours**

The usual demonstrative work, with emphasis upon computation. Offered when necessary for those majoring in Mathematics. Does not count toward a major.

First semester. —Two hours credit.

\*Significance of numbers, see page 36.



## 111-112—COLLEGE ALGEBRA

2 hours

This course begins with a review of the fundamentals adapted to the needs of the class, and includes such topics as functions, graphs, logarithms, permutations, combinations and probability. First and second semesters. —Two hours credit each.

## 121—PLANE TRIGONOMETRY

3 hours

A study of the trigonometric functions, their relations to each other and their application to the solution of right and oblique triangles, with equations, identities, and logarithms. First semester. —Three hours credit.

## 122—ANALYTIC GEOMETRY

3 hours

A study of the straight line and the conic sections by the use of the algebraic equation; higher plane curves and related topics. Prerequisites, Mathematics 111, 121. Second semester. —Three hours credit.

## 211-212—DIFFERENTIAL AND INTEGRAL CALCULUS

4 hours

Derivatives, maxima and minima, partial and total differentials, single and double integration applied to the finding of areas, length of curves, and volumes. Prerequisites, Mathematics 111-112, 121, 122. First and second semesters. —Four hours credit each.

## 222—SPHERIC TRIGONOMETRY

2 hours

Solution of spherical triangles, with applications to the celestial sphere. Of especial value to those interested in Astronomy. Prerequisite, Mathematics 121. Second semester. —Two hours credit. Omitted in 1936-37.

## 221—SURVEYING

2 hours

Theory and practice in elementary surveying. Field work in land surveying, profile and topographical leveling. Triangulation in both horizontal and vertical planes. Prerequisite, Mathematics 121. First semester. —Two hours credit.

## 301-302—ASTRONOMY

2 hours

A general course given for its cultural value. It includes a study of the solar system, the stars, and the use of star maps and of the telescope. Does not count toward a major. First and second semesters. —Two hours credit each.

## 311—COLLEGE GEOMETRY

3 hours

Advanced Geometry based on the Plane Geometry of the high school. It deals with the more recent developments in the field of Euclidean Geometry, and is of especial value to the prospective teacher. Prerequisite, Mathematics 122. First semester. —Three hours credit.

## 312—MATHEMATICAL THEORY OF INVESTMENT

3 hours

Compound and simple interest, annuities, depreciation, bonds, sinking funds, insurance and other problems of the business world. Prerequisite, Mathematics 122. Second semester. —Three hours credit.

**321—SOLID ANALYTIC GEOMETRY** *3 hours*

A study of the coordinate geometry of lines, planes, curves, and surfaces in three-dimensional space. Prerequisite, Mathematics 211-212.

First semester. —Three hours credit.

**331—THEORY OF EQUATIONS** *2 hours*

Complex numbers, determinants solution of cubic and biquadratic equations, relations between roots and coefficients of an equation and related topics. Prerequisite, Mathematics 211-212.

First semester. —Two hours credit.

Omitted in 1936-37.

**401, 402—ADVANCED COLLEGE ALGEBRA** *2 hours*

A more thorough study of series, determinants, partial fractions, permutations, combinations, probability, and other topics selected according to the class. Prerequisite, Mathematics 211-212.

First and second semesters. —Two hours credit each.

Omitted in 1936-37.

**422—PROJECTIVE GEOMETRY** *3 hours*

Projection and section applied to geometric figures, the principle of duality, cross ratio, and various theorems, such as the Pascal and Brianchon, are studied. Prerequisite, Mathematics 211-212.

Second semester. —Three hours credit.

**431-432—DIFFERENTIAL EQUATIONS** *2 hours*

An introductory course in ordinary differential equations, with applications. Prerequisite, Mathematics 211-212.

First and second semesters. —Two hours credit each.

Omitted in 1936-37.

## PHYSICS

PROFESSOR DRAPER

**\*211-212—GENERAL PHYSICS** *5 hours*

Mechanics, sound, heat, light, electricity, and magnetism. Three lectures and four hours laboratory work per week.

First and second semesters. —Five hours credit each.

**321—MODERN DEVELOPMENTS IN PHYSICS** *3 hours*

A study of the recent discoveries as to the nature of matter. It includes a study of the electron, X-rays, radio-activity, quantum theory and other current theories of the structure of matter. Prerequisite, Physics 211-212.

First semester. —Three hours credit.

**322—LIGHT** *3 hours*

A study of the phenomena of light, including optics, dispersion, interference, diffraction, refraction and polarization, with a consideration of some of the theories dealing with the nature of light. Prerequisite, Physics 211-212.

Second semester. —Three hours credit.

\*Significance of numbers, see page 36.



## MODERN LANGUAGES—FRENCH AND GERMAN

PROFESSOR FENSTERMACHER, ASSOCIATE PROFESSOR GIBSON

Students expecting to do graduate work in any university are advised to gain a reading knowledge of French and German. At least two years study of each is needed. For those specializing in science, French and German are advisable electives. A major requires 24 hours and a minor, 16. The first year of a modern language does not count on a major. It does count 4 hours on a minor. A course of European History and some knowledge of another language are suggested for those majoring in a modern language.

### FRENCH

PROFESSOR GIBSON

#### \*101-102—BEGINNING FRENCH

4 hours

As grammar is the foundation of any language, one aim of the first year's study is to gain a clear understanding of the relation of words in the sentence. An important aim for Americans is to obtain a reading knowledge of the language. Still another aim is to become familiar with the spoken language. These attainments will be aided by oral drill, by reading in class and outside, by memorizing easy poems and sentences, and by dictation. Phonetics will serve as an aid to correct pronunciation.

First and second semesters. —Four hours credit each.

#### 201-202—SECOND YEAR

3 hours

Advanced work in grammar and review. Composition and conversation. Reading of French prose of average difficulty, such as Jules Verne: *Le Tour du Monde en Quatre-vingts Jours*; Dumas: *Le Comte de Monte-Cristo*; Bordeaux: *La Peur de Vivre*; Pargment: *La France et les Français*. The texts change from year to year. Reports on outside reading are given throughout the year. Prerequisite, Course 101-102 or two years of high school French.

First and second semesters. —Three hours credit each.

#### 301, 302—SEVENTEENTH CENTURY LITERATURE 3 hours

The Classical Period. Intensive study of the plays of Corneille, Moliere, and Racine. Collateral readings from these and other writings during the reign of Louis XIV with written reports. Grammar review and exercises to aid in correct use of the language. Alternates with Course 311, 312. Prerequisite, Course 201-202.

First and second semesters. —Three hours credit each.

\*Significance of numbers, see page 36.

**311, 312—NINETEENTH CENTURY LITERATURE** 3 hours

A critical study of Dumas pere, Dumas fils, Victor Hugo, Alfred de Musset, and George Sand. Collateral readings and reports from these and other writers of the century. Alternates with Course 301, 302. Prerequisite, Course 201-202.

First and second semesters. —Three hours credit each.

Omitted in 1936-37.

**321—PHONETICS AND DICTATION** 2 hours

International system. Text, Knowles and Favard: Perfect French Pronunciation, Prerequisite, Course 201-202.

First semester. —Two hours credit.

**322—CONVERSATION** 2 hours

Conversation and grammar review. Text, Knowles and Favard: Grammaire de la Conversation. Prerequisite, Course 201-202.

Second semester. —Two hours credit.

**331-332—CONTEMPORARY WRITERS** 2 hours

Alternates with Course 321, 322. Offered on sufficient demand. Prerequisite, Course 201-202.

First and second semesters. —Two hours credit each.

Omitted in 1936-37.

**401-402—SURVEY COURSE IN FRENCH LITERATURE** 2 hours

From the Renaissance to contemporary writers. Text, Harper's French Anthology. Alternates with Course 411-412. Prerequisite, Course 301, 302 or 311, 312.

First and second semesters. —Two hours credit each.

Omitted in 1936-37.

**411-412 GRAMMAR AND ADVANCED COMPOSITION** 2 hours

Especially for those who have a major in French and for prospective teachers. Prerequisite, Course 301, 302 or 311, 312.

First and second semesters. —Two hours credit each.

**GERMAN**

PROFESSOR FENSTERMACHER

**\*101-102—BEGINNING GERMAN** 4 hours

Drill upon connected pronunciation and the rudiments of grammar; conversation and the training of the ear as well as of the eye. German is used in much of the class room instruction. During the year several hundred pages of easy prose are read.

First and second semesters. —Four hours credit each.

**201-202—INTERMEDIATE GERMAN** 3 hours

Grammar review. Intensive and extensive reading. Composition. Prerequisite, German 101-102 or two years of high school German.

First and second semesters. —Three hours credit each.

\*Significance of numbers, see page 36.



## 301—GOETHE

3 hours

A brief introduction to the life and works of Goethe. An intensive study of one or more of his works. Prerequisite, German 201-202. First semester. —Three hours credit.

## 302—SCHILLER

3 hours

A brief introduction to the life and works of Schiller. An intensive study of one or more of his works. Second semester. —Three hours credit.

## 321—GERMAN ROMANTICISM

3 hours

A survey of German Romanticism with an intensive study of several of its chief works. Prerequisite, German 201-202. First semester. —Three hours credit. Omitted in 1936-37.

## 322—LATE NINETEENTH CENTURY GERMAN LITERATURE

3 hours

A study of the rise and character of the naturalistic school with an intensive study of one or more of its chief works. Prerequisite, German 201-202. Second semester.—Three hours credit. Omitted in 1936-37.

## 331, 332—SCIENTIFIC GERMAN

2 hours

Reading of material relating to various sciences. Open only to students in combined courses or majoring in science. Does not count toward major or minor. Prerequisite, German 201-202. First and second semesters.—Two hours credit each.

## PHYSICAL EDUCATION

PROFESSOR CRAWFORD, ASSISTANT PROFESSOR ALLBRITTEN

The aim of this department is to contribute to the education of the individual so that he may develop into a well balanced physical, mental, moral, and social being so that he can better serve himself and his fellowmen.

An organized program of intramural athletics is carried on throughout the year. As a rule the teams are selected on a class basis. Opportunity is given for all to take part. The purpose is that a number of games may be learned and it is expected that the student attain a reasonable degree of skill in one or more. In season the following sports are encouraged: Tennis, basket ball, volleyball, baseball, and track.

The college promotes a limited program of intercollegiate athletics as a factor in the activities of a modern college. It fosters high standards of scholarship and sportsmanship for all those that participate. Intercollegiate contests are held in basket ball, baseball, track and tennis.

A physical examination is required of all new students and of all those who take part in athletics. There is no extra charge for

\*Significance of numbers, see page 36.

this examination. An examination card filled out and signed by the home physician making a satisfactory report as to eyes, ears, nose, throat, heart, lungs, general health, etc., will be accepted in lieu of this examination. If it is believed that the student's health will not permit his participation in this work a signed statement to that effect from a physician must be filed in the Dean's office in order to be excused. In such case other prescribed work must be taken.

A white gym shirt, trunks, sweat shirt, and a pair of basket ball shoes are regulation equipment for men.

A blue, one-piece suit of Indian Head material and a pair of basket ball shoes are regulation equipment for women. Any part or all of your equipment may be obtained after arrival.

**\*101, 102—GENERAL PHYSICAL EDUCATION** **1 hour**

Free exercises, tactics, and games. Required of all freshman men and women.

First and second semesters.—One hour credit each.

**201, 202—GENERAL PHYSICAL EDUCATION** **1 hour**

Free exercises, tactics, and games. A continuation of physical education 101, 102. Required of all sophomore men and women.

First and second semesters. —One hour credit each.

An extra fee is charged if delayed until the junior or senior year.

## Pre-Professional Courses

Students doing work of the content as that of Purdue University and other technical institutions will receive full credit for same. Many men who are specialists in these technical fields feel that two years of such work may well be taken in the small college on account of the personal contacts and the enriching of the life of the student. In the atmosphere here the student is not lost in the crowd, but knows personally his fellow-students and has a vital contact with the members of the staff.

### PRE MEDIC COURSE

Most authorities now urge that students looking forward to the medical profession complete the full four years in college and take their bachelor's degree with a science major before entering the School of Medicine.

It is assumed that a student entering a pre medic course of study has had Latin in his High School preparation. Whenever possible the student should make the selection of his Medical school at the beginning of his Junior year in order that he may meet the specific requirements for entrance of that school. Students expecting to enter a Medical school should make an average grade of B as the Medical schools require high scholastic work as one of their conditions for entrance.

\*Significance of numbers, see page 36.



The following outline of required courses will aid the student in the arrangement of his course of study.

### Freshman Year

English 101-102 .....	6 hours
German or French .....	8 hours
Chemistry 201-202 .....	10 hours
Mathematics 121 .....	3 hours
Elective (second semester) .....	3 hours
Physical Education 101, 102 .....	0 hours

### Sophomore Year

English 211, 212 .....	6 hours
German or French .....	6 hours
Chemistry 301 .....	5 hours
Chemistry 302 .....	5 hours
Biology 201-202 .....	8 hours
Physical Education 201, 202 .....	0 hours

### Junior Year

German or French (if required) .....	(6) hours
Chemistry 401-402 .....	8 hours
Biology 311-312 .....	6 hours
Biology 331-332 .....	4 hours
Psychology 201-202 .....	4 hours
History 101, 102 or 111, 112 .....	6 hours
Sociology 101-102 .....	4 hours

### Senior Year

Bible 101, 102 or 111, 112 .....	6 hours
Physics 211-212 .....	10 hours
Biology 431-432 .....	4 hours
Electives .....	10 hours

Electives; Biology 362 and Chemistry 411-412 are very desirable electives. Other desirable electives are: Economics; Philosophy; Political Science; Mental, Abnormal and Social Psychology and Speech.

### PRE ENGINEERING COURSE

Students who desire to prepare for engineering, pharmacy or forestry may well spend two years at Taylor University, and if their subjects are properly selected, they may enter a technical college with junior standing. The student must make good grades, for usually a grade of D will not receive credit.

The following are the courses which should be followed for the two years for mechanical engineering. These courses will vary some for the other professions. The student should consult the dean of the college before registering since variation may occur owing to the specific requirements of the school the students desire to enter.

*First Year*

English 101-102 .....	6 semester hours
Chemistry 201-202 .....	10 semester hours
Mathematics 111-112 and 121, 122 .....	10 semester hours
History 111, 112 .....	6 semester hours
Physical Education 101, 102 .....	0 semester hours

*Second Year*

English 211 or 221 .....	3 semester hours
Mathematics 211-212 .....	8 semester hours
General Physics 211-212 .....	10 semester hours
Economics 201, 202 .....	6 semester hours
Speech 101-102 .....	4 semester hours
Physical Education 201, 202 .....	0 semester hours

**RURAL LIFE COURSE**

There seems to be a demand for special training in rural life, such as rural sociology, rural economics, and rural psychology, with a very definite attempt to teach young people to live happily with themselves and to return to the farm and succeed not only in making a living from the farm but to learn how to really enjoy life. Taylor University is equipped to teach young people to do this very thing. Instead of educating young people away from their homes and churches and farms Taylor University is trying to educate them to be happy in these surroundings. Those who are vitally interested in this kind of training feel that Taylor University is ideally located to accomplish this very task.

Taylor University is cooperating with the United States Government and Farm Bureau groups who are trying to teach the people the art of living happily together and making their lives effective wherever they are placed.

Send for special bulletin describing this work.

**BACHELOR OF RELIGION**

In order to provide for students who desire special training in Biblical Literature, Theology, and Religious Education, a special course has been arranged leading to the degree of Bachelor of Religion (B. Rel.).

The conditions of admission to the Bachelor of Religion course are the same as for the Bachelor of Arts.

The degree of Bachelor of Religion will be conferred on those who have completed one-hundred-twenty semester-hour credits, with the standing of one-hundred-twenty quality points, besides two years of physical education. The student must complete a major with a minimum of thirty-two semester-hours and a minor with a minimum of twenty semester-hours. The major must be in the Biblical Litera-



ture department with a minor in the department of Religious Education, Theology, New Testament Greek, Philosophy and Psychology, or this order may be reversed for the major and minor.

The outline of the prescribed course is listed below, and the course has been arranged on the basis of the faculty's knowledge of the requirements for vocational efficiency. Students therefore are expected to follow the prescribed course with only such substitutions in special cases as may seem advisable upon the approval of the Dean. The electives to complete the one-hundred-twenty semester-hours should be selected with the advice of the Dean.

### Freshman Year

Foreign Language (See below) ....	6 to 8 semester hours
English 101-102 .....	6 semester hours
Biblical Literature 111, 112 .....	6 semester hours
History 111, 112 .....	6 semester hours
Sociology 101-102 .....	4 semester hours
Physical Education 101, 102 .....	0 semester hours

### Sophomore Year

Foreign Language .....	6 semester hours
Psychology 201-202 .....	4 semester hours
Speech 101-102 .....	4 semester hours
Biblical Literature 221, 222 .....	6 semester hours
Science .....	8 to 10 semester hours
Physical Education 201, 202 .....	0 semester hours

### Junior Year

English 211, 212 .....	6 semester hours
Speech 201, 202 .....	4 semester hours
Biblical Literature 301, 302 .....	6 semester hours
Religious Education 301, 302 .....	4 semester hours
Religious Education 311, 312 .....	4 semester hours
Elective to total .....	30 semester hours

### Senior Year

Biblical Literature 401, 402 .....	6 semester hours
Philosophy 311, 312 or 321, 322 .....	6 semester hours
Philosophy 401, 402 .....	6 semester hours
Theology 321, 322 .....	6 semester hours
Elective to total .....	30 semester hours

If no language is offered for entrance, two years are required. If two units are offered, one year is required if taken in the same language.

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### ADVANCED AND SPECIAL WORK FOR CHRISTIAN SERVICE

Taylor University is offering some advanced work to students who wish to continue in special preparation for the ministry, missionary, or general religious activities. The work offered is a standard grade, and credit for more or less of this work is accepted in standard divinity schools, leading to a divinity degree according to the varying regulations of each school.

Taylor University has special advantages for those students who do not desire to work for a degree, or whose previous educational advantages have been limited, but who wish to spend some time in specific preparation for its cultural value and for better equipment for life's tasks.

Special advantages are offered in Bible study and Religious Education under a college atmosphere and in an environment that will prove of lasting value. The student who has not had the experience of a college home or felt its inspiration and force in character formation and equipment, should spend one year at least in such surroundings and influences.

Those who are interested in this special field should send for the bulletin which describes this course.



## Alumni Directors

Rev. P. B. Smith, President  
Bluffton, Indiana

Rev. B. D. Nysewander, Vice-President  
Albion, Indiana

Miss Iris Abbey, Secretary  
Upland, Indiana

Miss Ivel Guiler, Treasurer  
Upland, Indiana

Rev. Roy Knight  
Fowler, Indiana

Rev. Alva Beers  
Crestline, Ohio

Rev. Blaine Bishop  
Charlottesville, Indiana.



HELENA MEMORIAL HALL  
*Where School of Music is located*



School  
of  
Music

## FACULTY

### School of Music

- ROBERT LEE STUART, D.D.  
President (1931)\*
- J. ARTHUR HOWARD, A.M.  
Dean (1926)
- THEODORA BOTHWELL, Mus. M.  
Director of School of Music, Piano and Organ (1922)  
Syracuse University, Mus. B.; Bush Conservatory, Mus. M. Pupil of Mme. Julie Rive-King.
- RAYMOND F. KREINER, Mus. B.  
Voice (1934)  
Cornell College, Mus. B. Attendance, Teachers' Conference, Chicago, summer 1934.
- GEORGE FENSTERMACHER, A.M.  
Violin (1922)  
Taylor University, A.B.; University of Chicago, A.M., Pupil of Walter Logan, Cleveland; Pupil of Richard Czerwonky, Bush Conservatory, Chicago.
- SADIE L. MILLER  
Piano (1910)  
Taylor University, Diploma in Piano.
- \*The year of appointment is given after each name.



## School of Music

Taylor University School of Music is maintained for the purpose of providing higher education in Music, and to this end to bring the best methods and equipment for Music study into coordination with the stimulating environment of college life and the wholesome influence of the college community.

The work of the School is planned to develop substantial workmanship. The scheme of instruction is comprehensive and thorough, and the courses offered are designed to give the student knowledge in both Theoretical and Applied Music.

Furthermore, the close relation between the college and the School of Music permits the students in Music to take some of the work leading to a degree in Music in the college and thus enables them to have the benefit of the superior instruction received in the college.

The requirements for admission to the school are briefly stated: moral character, evidences of musical ability, and general intelligence and a serious purpose. The degree of advancement does not affect a student's admission, but does affect his classification.

### Equipment

All music work is taken in Helena Music Hall. This building contains Shreiner Auditorium, which seats about 500, and which is equipped with a large stage, a concert grand piano, and a large three manual organ. The music hall also contains fifteen practice rooms, two class rooms, nineteen practice pianos, a grand piano, pedal piano, small practice organ. The Victrola and an excellent library of records supplement the work in music history and in public school music. The music section of Mooney Library is noteworthy.

## COURSES OF STUDY

### Bachelor of Music

Taylor University offers the Bachelor of Music degree for those wishing to specialize in Music. The student must be a graduate of a standard high school if he expects to major in the department and receive a degree. Candidates for this degree who select as a major study Piano, Organ, Voice, or Violin, are required to pursue a second study for three years. As Piano is invaluable as a means of musical culture, one of the second studies must always be on that instrument. The major study will extend through a period of at least four years with studies in Theory for three years. During the Junior and Senior years, recitals must be given in the major study.

### Public School Music

Music may be taken as one of the majors toward the degree of Bachelor of Science in Education. The course is approved by the Indiana State Department of Education.

### **Bachelor of Arts with Major in Music**

This course is recommended for the student who has aptitude in music. It has the advantage that, if during the course, the student finds himself leaning toward some other profession, he can change courses without great loss of credit. It is particularly adapted to those students who desire a strong cultural knowledge of music.

This major must combine both theoretical and applied music. Applied music is offered in Piano, Organ, Voice, and Violin. It is expected that in Piano and Violin the student will have at least fourth grade proficiency before taking up this field of study. A high standard of work in applied music is demanded. A minimum of 30 semester hours is required for this major. For outline of requirements for this major see page 86.

### **COURSES OF STUDY LEADING TO THE BACHELOR OF MUSIC DEGREE**

#### **PIANO**

Instruction in piano playing involves a special adaptation to the needs of each individual pupil. While technical foundation is insisted upon, musical feeling is cultivated from the outset. The courses indicated below are not arbitrary, but indicate the amount and character of the work that the student is expected to cover for his Music degree. Credit will be given for equivalent work pursued elsewhere prior to entering the college.

In adopting the plan outlined in the following courses Taylor University School of Music attempts to give definite classification in a music course as early as possible, but with the distinct understanding that the credits indicated in the Junior and Senior years can be given to those only who have fulfilled so well all the requirements that they have received junior classification by special vote of the faculty of the School of Music. This classification received, the student's courses are credited as earned in the usual way. If for any reason a student fails to receive junior classification in his third year, his credit in Theory and other classes will be counted, but no further credit for practical music will be given until this classification is attained. On the other hand, a student who is so advanced in music as to receive junior classification the second year, thereby receives advanced credit and may be able to finish the course in three years.

Applicants for admission to the course in Piano which leads to the Bachelor's degree in Music, will be expected to play music in the following grade, or its equivalent: easier sonatas by Haydn and Mozart; Czerny, op. 299, Books I and II; Heller, op. 47, easier Songs Without Words by Mendelssohn, and major and minor scales.

#### **First Year**

Technic: Czerny, op. 299; Bach, Two and Three Part Inventions; Haydn, Mozart or easier Beethoven Sonatas; romantic and modern pieces.



### Second Year

Technic: Czerny, op. 740; Bach, Three Part Inventions and numbers from Suites; Beethoven Sonatas of medium grade; romantic and modern pieces.

### Third Year

Technic: Cramer studies; Bach, Well-tempered Clavichord; Beethoven Sonatas; romantic and modern pieces. Junior recital.

### Fourth Year

Technic: Clementi studies, Chopin etudes; one concerto; romantic

## ORGAN

The three manual Tellers-Kent Organ provides an excellent means for the study of the organ. The course of instruction in this department of the School of Music is planned to develop a finished technique, and to give an adequate knowledge of organ literature, so that the student will know what to use and how to use it in playing and teaching. The church service and its requirements are always kept strongly in view. No student will be allowed to take up the study of the organ with a view toward graduation with it as major study, unless he can play piano selections of at least the fourth grade. Students making the organ a major study are required to take piano as a second study.

### First Year

Preparatory work in Stainer or Clemens; Bach, Chorale Preludes and Little Preludes and Fugues; Easy Pieces. Hymn playing.

### Second Year

Scale studies: Trios for Manuals and Pedals; Bach, Chorale Preludes, Bach, Fugues; Mendelssohn, Second Sonata; Pieces. Hymn playing.

### Third Year

Bach, Chorale Preludes; Bach, Fugues; Mendelssohn, Third Sonata; Franck, Piece Heroique; Pieces. Junior recital.

### Fourth Year

Bach, Chorale Preludes; Bach, Fugues; Vierne, Symphony; Widor, Symphony; Pieces. Senior recital.

## VOICE

Tone cultivation of the voice in singing consists in the correct development of pure tone quality, ease, natural poise, enunciation, legato and sustained singing. This is accomplished by learning correct tonal placement and breath control.

Song literature of the classic and modern schools is studied to develop a deeper appreciation of good music.

Upon graduation a student must have a repertoire of arias from the standard oratorios and operas, as well as English, French, German and Italian songs.

All vocal students are required to sing in the Choral Society.

**COURSES IN VOICE TRAINING****First Year**

Diaphragmatic breathing, exercises for breath control and tone placement from Vaccai, Sieber and Randegger, Concone op. 9—Easy songs.

**Second Year**

Continued work in vocal technique, studies from Concone, Panofka, Marchesi. More difficult sacred and secular songs.

**Third Year**

Exercises in rapid scales, trills and arpeggios. Studies from various masters. Recitative and arias from the easier oratorios and German and English songs.

**Fourth Year**

Advanced vocal technique and studies, difficult songs. Study of Coloratura, Oratorio and Operatic arias in Italian, German and English.

**VIOLIN**

Special emphasis is laid at all times on such essential subjects as correct position of the body and the manner of holding the violin. Great care is taken in the development of the bow arm, in order to attain the freedom and ease in its use which modern violin composition requires. Quality of work is of greater consideration than quantity. Throughout the course careful attention is given to the development of a broad pure tone, careful intonation, and a mental understanding of what is being studied. Great emphasis is placed on habits and methods of practice.

While the studies given are always suited to the need of the individual pupil, the following outline is suggestive of the work done.

**First Year**

Schradieck's Technics, Part I, Kayser op. 20, Books I, II, III. Major scales in two octaves. Solos with piano accompaniment by Dancla, Sitt, Bohm, etc.

**Second Year**

Schradieck's Technics, Kreutzer and Dont etudes, Sevcik trill and bowing studies. Major scales through two octaves, including the first five positions. Simple major arpeggios. Solos with piano accompaniment by Ries, Raff, Godard, Thome, etc.

**Third Year**

Etudes by Kreutzer, Sevcik bowings, Schradieck's scale and double stop studies. Three octave arpeggios through all keys. Solos and concertos by Viotti, de Beriot, Hauser, Handel, Wieniawski, etc.

**Fourth Year**

Etudes and studies by Rode, Fiorillo, Sauret, etc. Sonatas by Handel, Bach, Grieg. Solos and concertos by Wieniawski, Mendelssohn, Bruch, Spohr, etc.



## MODEL COURSE FOR PIANO, ORGAN, VOICE OR VIOLIN MAJOR

### First Year

	Semester hours
Major Study .....	12
Minor Study .....	4
Music 121, 122 .....	4
Music 131, 132 .....	4
English 101, 102 .....	6
Recitals .....	2
Physical Training 101, 102 .....	0
Total .....	32

### Second Year

Major Study .....	12
Minor Study .....	4
Music 201 .....	2
Music 202 .....	2
Music 222 .....	2
Music 111, 112 .....	4
Recitals .....	2
Total .....	28

### Third Year

Major Study .....	12
Minor Study .....	4
Music 301 .....	2
Modern Language or English 211, 212 .....	6
Music 311, 312 .....	4
Recitals .....	2
Total .....	30

### Fourth Year

Major Study .....	12
Minor Study (or elective) .....	4
Recital in Major .....	4
Music 401, 402 .....	4
History 111, 112 or Modern Language ....	6
Recitals .....	2
Total .....	32

Vocal students are required to sing in the college Chorus during entire course.

Violin students are required to play in the college Orchestra during entire course.

\*Required in piano, organ and voice majors. Violin majors substitute Ensemble Playing (Music 321, 322).

### OUTLINE FOR TEACHER'S CERTIFICATE IN MUSIC

This work is required for Indiana Certification. Students from other states will follow outline with slight variations.

- A. Theoretical and Applied ..... 12 semester hours
  - \*Piano and Voice ..... 4 semester hours
  - Music 121, 122 ..... 4 semester hours
  - Music 111, 112 ..... 4 semester hours
- B. Methods ..... 12 semester hours
  - Music 131, 132 ..... 4 semester hours
  - Music 401, 402 ..... 4 semester hours
  - Music 331-332 ..... 4 semester hours
- C. Professional methods ..... 2 semester hours
  - Music 342 ..... 2 semester hours

\*1 lesson each week and 1 hour daily practice give 1 semester hour of credit.

Students taking music as a license subject are strongly urged to elect additional semester hours in theoretical and applied music. This to be done after conference with Director of Music School.

### OUTLINE FOR MUSIC MAJOR ON BACHELOR OF ARTS DEGREE

A minimum of 30 semester hours is required, but if this course will permit, the student may take additional hours on the major.

- A. Required Courses:
  - I. Theoretical ..... 18 semester hours
    - Music 121, 122 ..... 4 semester hours
    - Music 201 ..... 2 semester hours
    - Music 202 ..... 2 semester hours
    - Music 111, 112 ..... 4 semester hours
    - Music 131, 132 ..... 4 semester hours
    - Music 222 ..... 2 semester hours
  - II. Applied (Piano, Organ, Voice or Violin) 1 lesson each week and 1 hour of daily practice for four years.  
6 to 8 semester hours  
(1 lesson and 1 hour of daily practice give 1 semester hour credit.)
- B. Electives:
  - A minimum of four semester hours selected from this group.
    - Music 351-352 ..... 2 semester hours
    - Music 301 ..... 2 semester hours
    - Music 302 ..... 2 semester hours
    - Music 311-312 ..... 2 semester hours



## Courses of Instruction

Courses 111, 112; 121; 122; 201, 202; 222; 301 and 302 are accepted for credit in the College of Arts and Sciences, up to the limit of hourage

**\*100—NORMAL TRAINING IN PIANO** *2 hours*

Preparation for teaching Piano.

First semester. —Two hours credit.

**101, 102—ELEMENTARY MUSIC TRAINING**

A course especially designed for ministerial students and Christian workers, and for those whose early musical education may have been neglected. This course covers work in elementary ear training, sight singing, notation and terminology. First and second semesters. —Two hours—no credit.

**111, 112—HISTORY AND APPRECIATION OF MUSIC** *2 hours*

This course may be described as music appreciation with a historic basis; the aim of the course not being to give a series of facts in Music History, but to enable the student to understand and enjoy the work of all periods of musical development. Abundant illustrations are given of every school and phase of musical development, by the teacher and with aid of the victrola. Required for graduation in Music and for a Teacher's Certificate in Public School Music.

First and second semesters. —Two hours credit each.

**121, 122—FIRST YEAR HARMONY** *2 hours*

Music notation, keys, scales, intervals, chord connection, part writing, chords of the seventh, modulation, original work. Required for graduation in Music.

First and second semesters. —Two hours credit each.

**131, 132—EAR TRAINING AND SIGHT SINGING** *5 hours*

Required for graduation in Music.

First and second semesters. —Two hours credit each.

**201—ADVANCED HARMONY** *2 hours*

Transposition, chromatically altered chords, enharmonic changes, suspension, retardation, anticipation, embellishment, pedal point, original composition in all musical forms. Required for graduation in Music.

First semester. —Two hours credit.

**202—HARMONIC ANALYSIS** *2 hours*

The analysis of illustrative passages of harmony from all schools of composition. Required for graduation in Music.

Second semester.—Two hours credit.

**222—FORM** *2 hours*

Elements of music form from the motive and primary form through the development of the composite forms, with analysis of important types, both classic and modern. Required for graduation in Music.

Second semester. —Two hours credit.

\*Significance of numbers, see page 36.

**301—SIMPLE COUNTERPOINT** *2 hours*

Two, three and four-part writing in the various species. Required for graduation in Music.

First semester. —Two hours credit.

**302—COUNTERPOINT** *2 hours*

Advanced studies in four-part double counterpoint, five to eight-part writing.

Second semester. —Two hours credit.

**311, 312—KEYBOARD HARMONY** *2 hours*

Practical application at piano of work done in Music 121, 122, 201. Required for graduation in Music with a piano, organ or voice major.

First and second semesters. —Two hours credit each.

**321, 322—ENSEMBLE PLAYING** *2 hours*

This course is divided into two parts. Three hours are given to playing in string ensembles, such as violin trios and quartets, string quartets, etc. The three remaining hours are given to playing principal sonatas for violin and piano, or in rehearsing with various orchestral combinations. Required for graduation in Music with violin major.

First and second semesters. —Two hours credit each.

**331-332—SCHOOL MUSIC METHODS** *2 hours*

Materials and methods for primary and intermediate grades. Presentation of the rote song, treatment of monotones, problems of rhythm and of notation; development of music reading. Care of the child voice and of the changing voice; music appreciation.

First and second semesters. —Two hours credit each.

**342—PROFESSIONAL METHODS** *2 hours*

Testing and classification of voices, disciplinary problems, school assemblies, judging contracts, tests, and measurements. Professional relationship.

Second semester. —Two hours credit.

**351-352—MUSIC IN THE HISTORY OF THE CHURCH** *2 hours*

This course is offered to students who are preparing for active Christian work. It comprises the study of hymns and tunes of the various epochs in the history of the Christian Church. Opportunity is given for the discussion of the problems to be met in the music of the present day church. Required of students majoring in Organ.

First and second semesters. —Two hours credit each.

**401—CONDUCTING** *2 hours*

Technic of the baton, vocal and instrumental score reading, methods and materials for choir, chorus and orchestra. Required for graduation in Music and for a major in Public School Music

First semester. Two hours credit.

**402—ORCHESTRATION** *2 hours*

Study of orchestral instruments with a view to practical and effective writing. Arranging of compositions for strings and for full orchestra. Required for graduation in Bachelor of Music courses and for a major in Public School Music.

Second semester. —Two hours credit.



## TRAINING COURSE FOR EVANGELISTIC SINGERS

Taylor University offers to those who are preparing for leadership in Evangelistic Singing a practical training course which includes Sight Singing and Ear Training, Harmony, Music in the History of the Church, Conducting, Bible, Voice.

The course carries two years of work. All students who undertake this course must maintain a high standard of musicianship.

## MUSICAL ORGANIZATIONS

### Orchestra

The college Orchestra affords an opportunity for those in the school who play orchestral instruments to obtain experience in ensemble playing. This organization gives a concert in the fall of each year and is one of the features of the Commencement season. Those wishing to apply for entrance into the Orchestra should make their desire known to the leader during the first week of the first semester.

### Quartets

A unique feature of Taylor University is the interest which is shown in quartet singing by both men and women. Quartets are supervised by the Voice teacher so that excellent training in the smaller forms of ensemble singing is to be had in this way.

### Choral Society

The Choral Society is an organization of nearly one hundred college students who are selected by voice tryouts at the beginning of the school year. Rehearsals are held weekly. Several Oratorios and choral programs are given each year under the direction of the Voice teacher.

### Student Recitals

One of the most important incidental advantages of the School of Music is the weekly student recital. Through these informal programs, students are enabled to become familiar with a larger number of musical compositions which they would not have time to study individually. The recitals also serve to develop in the students self-control and ease in public performance. Attendance is required of all students taking any form of music work.

It is a distinct understanding that any student who registers for any kind of music work, will take part in recitals when asked to do so by the teacher. All Music students who are working for degrees must play in recitals once in the freshman year, and once each semester in the three following years.

## REGULATIONS

Students are expected to consult the Director before arranging to take part in any public program.

The rental of pianos and assignment of practice periods are exclusively in the hands of the Director of the Department. All

students in piano or private work in voice, except those who have pianos in their own homes, are expected to take at least one practice period a day at the Music Hall. Students may not use the pianos beyond the specified time for which payment is made (except by special permission) and no use of the pianos is allowed on Sunday.

Students who expect credit in any field of applied music must have all lessons which are required for graduation from the head of the department of that particular field or fields.

## Expenses

### SCHOOL OF MUSIC

#### Rates per Semester on Private Instruction

#### PIANO

##### Collegiate Department

With Miss Bothwell

Two thirty minute lessons each week .....	\$ 52.00
One thirty minute lesson each week .....	30.00

##### Children's Department

With Miss Miller

Two thirty minute lessons each week .....	\$ 30.00
One thirty minute lesson each week .....	15.00

#### ORGAN

With Miss Bothwell

Two thirty minute lessons each week .....	\$ 52.00
One thirty minute lesson each week .....	30.00

..

#### VOICE

With Mr. Kreiner

Two thirty minute lessons each week .....	\$ 37.00
One thirty minute lesson each week .....	22.00
Class (groups of 5), thirty minute lessons each week, per person .....	7.50

#### VIOLIN

With Mr. Fenstermacher

Two thirty minute lessons each week .....	\$ 37.00
One thirty minute lesson each week .....	22.00

#### Other Rates

Class work per semester hour .....	\$ 7.50
Piano Rental one hour per day per semester .....	4.50
Organ Rental—two hours or less, at the rate of 35c per hour and three or more hours at the rate of 25c per hour. The small Organ rate is 15c per hour for two hours or less and 10c per hour for three or more hours.	



## Bequests and Memorials

"The American college represents our Westminster Abbey for treasuring the money and the memory of man. The man who gives an adequate gift to a well-equipped American college is more sure of an earthly immortality than any other private citizen. He has given his name into the keeping of an institution which is sure to treasure his memory so long as clear thinking, right feeling, and high character are the best parts of humanity."

President Thwing.

Taylor University is doing such an effective piece of Christian Education that it is appealing to many friends as a place where enduring investments can be made. On account of the high scholastic work done at Taylor University, coupled with a blessed, sane, spiritual life many friends have been putting their funds into Taylor University. What more enduring memorial could you have than by helping to continue the work of a college that has Christian laymen, missionaries and preachers circling the globe today? A memorial scholarship or certain memorial buildings that are needed can be built as an enduring memorial to some dear friend or relative.

For those persons who may have any such memorials in mind, these suggested forms are given:

### Legal Forms of Bequest

**Absolute Bequest:** I give (devise) and bequeath to Taylor University of The William Taylor Foundation of Grant County, Upland, Indiana, and its successors forever the sum of ..... dollars (or otherwise describe the gift) for its general corporate purposes (or name a particular corporate purpose).

**Testamentary Trust—Bank or Trust Company, Trustee:** In pursuance of the resolution and declaration of trust known as The Uniform Trust for Public Uses adopted by the ..... (Here insert the name of the bank or trust company to act as trustees) on the ..... day of .....19.... (The correct date must be inserted) and upon the terms and conditions therein expressed I give (devise) and bequeath to said William Taylor Foundation of Grant County, Upland, Indiana, and its successors forever the sum of .....dollars (or otherwise describe the gift) to be held and administered as a charitable trust (If desired add in memory of ....., to endow a chair, or to build a new library, or to build some other building ..... by whose name the fund shall be known) to collect and pay over or apply the income arising therefrom to the use of Taylor University of The William Taylor Foundation of Grant County, Upland, Indiana, for the general corporate purposes (or name a particular corporate purpose).

# Student Roll

1935 — 1936

## GRADUATE STUDENTS

Lovin, Alice .....	Indiana	Tinkle, Lula .....	Indiana
Stanley, Martha .....	Indiana	York, Lauren .....	New York

## SENIORS

Ayres, Herbert .....	Indiana	Kellar, Margaret .....	Indiana
Beckrunk, Virginia .....	New York	Manley, George .....	New York
Betzold, John .....	New Jersey	Miller, Phillip .....	Indiana
Chappell, Van Ness .....	Florida	Norman, Lucille .....	Washington
Cline, Louise .....	Indiana	Porter, Lorena .....	Florida
Coby, Lois .....	Indiana	Shaw, Evelyn .....	Michigan
Cookingham, Charles .....	Indiana	Stokes, Kenneth .....	Ohio
English, Carmen .....	Pennsylvania	Strong, Alvin .....	Indiana
Grace, Frances .....	Ohio	Talbott, Rebekah .....	Indiana
Henton, Maxine .....	Michigan	Taylor, Florence .....	India
Herrmann, Esta .....	India	White, Marjorie .....	New York
Hershhey, J. Elwood .....	Ohio	Yingling, Paul .....	Indiana
Kegerreis, Ernest .....	Indiana		

## JUNIORS

Aldridge, Owen .....	New York	Lautenschlager, Robert .....	Ohio
Baker, Esther .....	Indiana	Leiter, Mary .....	Pennsylvania
Black, Lewis .....	Indiana	MacKellar, Marjorie .....	Michigan
Bloss, Hazel .....	Michigan	McLaury, Dorothy .....	New York
Brown, Frank .....	Wisconsin	Miller, Chester .....	Kansas
Butterworth, Marion .....	New York	Miller, Jack .....	New York
Catlin, Aileen .....	New York	Phillips, Marion .....	New York
DeWolfe, Crosby .....	New Jersey	Pippert, Leslie .....	Iowa
Duckwall, William .....	Indiana	Royster, Virginia .....	Indiana
Fields, Charles .....	Indiana	Shaffer, Leon .....	Indiana
Fields, Mabel .....	Indiana	Steedman, Garfield .....	New York
Haines, Perry .....	Pennsylvania	Steele, Clayton .....	Connecticut
Hall, Grace .....	Pennsylvania	Stephenson, Paul .....	Indiana
Hamann, Cecil .....	New York	Tennant, Wirth .....	Michigan
Hamm, Clarence .....	Indiana	Trefz, Margaret .....	Ohio
Hawkins, Crystal .....	Indiana	Van Winkle, Delpha .....	Ohio
Holder, Norman .....	Pennsylvania	Washmuth, Leonard .....	Indiana
Hunter, Alfred .....	Indiana	Weller, Ruth .....	Indiana
Jerome, Norman .....	New York	White, Ellsworth .....	Ohio
Keith, Karl .....	Indiana	York, Ethel .....	New York
Kimbel, Joseph .....	Ohio	Yunker, Robert .....	Indiana

## SOPHOMORES

Agney, Kenneth .....	Illinois	Halfast, Richard .....	Pennsylvania
Alspaugh, Emma .....	Indiana	Heineman, Marie .....	South Dakota
Ballard, Roy .....	New York	Helm, Loran .....	Indiana
Bantle, Martha .....	New York	Huber, Mildred .....	Ohio
Bell, Clarice .....	New York	Knight, Lois .....	Indiana
Benedict, Grace .....	Ohio	Kruschwitz, Lucille .....	Michigan
Bickel, Bernice .....	Indiana	Longnecker, John .....	Iowa
Brothers, Joseph .....	Indiana	Macy, Mildred .....	Indiana
Butz, Hazel .....	South Dakota	Miles, John .....	Michigan
Cagley, Esther .....	Indiana	Morris, Margaret .....	Pennsylvania
Chappell, Catherine .....	Florida	Mumma, Donald .....	Ohio
Cline, Virginia .....	Indiana	Myers, Clair .....	Ohio
Crandall, Dorothea .....	Indiana	Myers, Mary .....	Ohio
Engstrom, Theodore .....	Ohio	Patton, Luther .....	New York
Garringer, Charles .....	Indiana	Potter, Dorothy .....	Florida
Givens, Arthur .....	Indiana	Randall, Walter .....	Pennsylvania
Haines, Robert .....	Pennsylvania	Reppert, Carl .....	Indiana



## STUDENT ROLL

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Richardson, Martha, .....	Indiana	Sobel, Ruth .....	Indiana
Royster, Ruth .....	Indiana	Stuart, Paul .....	Indiana
Scea, Wallace .....	North Dakota	Sutton, Glenber .....	Indiana
Sharp, Thelma .....	Indiana	Weaver, Dorothy .....	Ohio
Smith, Dorothy .....	New York	Wheeler, Rebecca .....	Indiana
Smith, Hazel .....	Indiana	Sutch, Muriel .....	Ohio

## FRESHMEN

Alsbaugh, James .....	Indiana	Hunt, Robert .....	South Dakota
Anderson, Ruth .....	Iowa	Jackson, Robert .....	Ohio
Armstrong, Edward .....	New York	Jones, John P. ....	Indiana
Atkinson, Ira .....	Indiana	Jones, Stanley .....	New York
Bakori, Clara .....	Pennsylvania	Kuhnle, Arthur .....	Michigan
Barnes, Donald .....	Indiana	Livezey, Merrill .....	Indiana
Barton, Marjorie .....	New York	Lucas, Marshall .....	New York
Baxter, Isabel .....	Indiana	Massacar, Harriett .....	Ohio
Bergwall, Evan .....	New York	McCallian, Wilma .....	Indiana
Blake, Nellie .....	Indiana	Miller, Harold .....	Indiana
Bloomster, Irene .....	Illinois	Morlock, Robert .....	Indiana
Branch, John .....	India	Neuenschwander, Arthur...	Indiana
Brandon, Rosamonde .....	Indiana	Norberg, Carl .....	New York
Briggs, Arland .....	Pennsylvania	Page, Ella Mae .....	Indiana
Carman, Lawrence .....	Ohio	Perkins, Chester .....	Indiana
Clinebell, Ida .....	Pennsylvania	Persons, Cyril .....	Minnesota
Colbert, Kenneth .....	Indiana	Ridgway, Alton .....	Indiana
Cooke, Ruth .....	New York	Scheel, Geraldine .....	Michigan
Cox, Sebra .....	Indiana	Shaffer, Mary .....	Indiana
Dahlstrand, Arthur ...	Pennsylvania	Shriner, Jack .....	Pennsylvania
Davis, Martha .....	Indiana	Slade, Geoffrey .....	Pennsylvania
Derby, Eleanor .....	New York	Slater, Charles .....	Indiana
Dewhirst, Esther .....	Illinois	Sluyter, Margaret ....	Pennsylvania
Dillon, Ralph .....	Indiana	Smith, Logan .....	Indiana
Dorman, Robert .....	Indiana	Sobel, Paul .....	Indiana
Doyle, Thomas .....	Michigan	Speelman, Merrill .....	Ohio
Drischel, Francis .....	Indiana	Stoddard, Mary .....	Michigan
Driver, Wesley .....	Michigan	Stubbs, Mary .....	Indiana
Gage, Davis .....	New York	Thompson, John .....	Indiana
George, Jean .....	Pennsylvania	Van Loon, Orrin .....	Michigan
Gerber, Vergil .....	Indiana	Wainwright, Ona .....	Wisconsin
Grier, Dorothy .....	Kansas	Ward, Joseph .....	New Jersey
Grinstead, Floyd .....	Indiana	Warfield, Richard .....	Indiana
Hanawalt, Joseph .....	Indiana	Warner, Marjorie .....	Indiana
Hart, Earle .....	Indiana	Webb, Mary .....	Indiana
Hewitt, George .....	New York	Welch, Marshall .....	Kentucky
Holcombe, Alice .....	Ohio	Whitney, Charles ....	Massachusetts
Hollingsworth, Robert .....	Indiana	Wilburn, Robert .....	Indiana
Holloway, Francis .....	Indiana	Wingate, Hareld .....	Indiana
Hoogenakker, Harriet..	South Dakota	Yeater, Wayne .....	Indiana
Horsfall, Stanley .....	Michigan	Zoller, Phyllis .....	Michigan
Houk, Leroy .....	Indiana		

## UNCLASSIFIED

Byrt, Charles .....	Indiana	McMath, Ellen .....	Indiana
Charbonnier, Edith .....	Indiana	White, Edward P. ....	Indiana
Hamm, Mildred .....	Indiana		

## MUSIC

Barton, Marjorie .....	New York	Byrt, Naomi .....	Indiana
Betzold, John .....	New Jersey	Byrt, Nelma .....	Indiana
Bloomster, Irene .....	Illinois	Carman, Lawrence .....	Ohio
Brandon, Rosamonde .....	Indiana	Charbonnier, Edith .....	Indiana
Brown, Frank .....	Wisconsin	Cooke, Ruth .....	New York
Broyles, Ned .....	Indiana	Cookingham, Charles .....	Indiana
Broyles, Philip .....	Indiana	Cox, Carol .....	Indiana

Cox, Sebra .....	Indiana	Null, Virginia .....	Indiana
Deeren, Martha .....	Indiana	Oborn, Robert .....	Indiana
Dewhirst, Esther .....	Illinois	Opper, Anna .....	Indiana
Doyle, Thomas .....	Michigan	Opper, Betty .....	Indiana
Driver, Wesley .....	Michigan	Opper, Lois .....	Indiana
Duckwall, Leta .....	Indiana	Opper, Margaret .....	Indiana
Duckwall, Milan .....	Indiana	Phillips, Marion .....	New York
Fenstermacher, Dorothy ...	Indiana	Pippert, Leslie .....	Iowa
Fenstermacher, Robert .....	Indiana	Pogue, Carolyn .....	Indiana
Gage, Davis .....	New York	Porter, Lorena .....	Florida
George, Jean .....	Pennsylvania	Raymonde, Jean .....	Indiana
Gerber, Vergil .....	Indiana	Reynolds, Martha .....	Indiana
Grier, Dorothy .....	Kansas	Richardson, Martha .....	Indiana
Grile, Birdie .....	Indiana	Riebeling, Elizabeth .....	Indiana
Hayworth, Celia .....	Indiana	Scheel, Geraldine .....	Michigan
Henton, Maxine .....	Michigan	Smith, Dorothy .....	New York
Herrmann, Esta .....	India	Sobel, Paul .....	Indiana
Hewitt, George .....	New York	Stanley, Martha .....	Indiana
Hoogenakker, Harriet .....	South Dakota	Stephenson, Paul .....	Indiana
Huber, Mildred .....	Ohio	Stoddard, Mary .....	Michigan
Jackson, Robert .....	Ohio	Stuart, Josephine .....	Indiana
Jones, Mary Ellen .....	Indiana	Stuart, Paul .....	Indiana
Kuhnle, Arthur .....	Michigan	Sutton, Glenber .....	Indiana
Longnecker, Louise .....	Iowa	Tinkle, David .....	Indiana
Lovin, Alice .....	Indiana	Tinkle, Helen .....	Indiana
Massacar, Harriett .....	Ohio	Wainwright, Ona .....	Wisconsin
McCoy, Beryl .....	Indiana	Weaver, Dorothy .....	Ohio
Miller, Dawn .....	Indiana	Weller, Ruth .....	Indiana
Miller, Edna .....	Kansas	White, Marjorie .....	New York
Miller, Harold .....	Indiana	Whitney, Charles ....	Massachusetts
Myers, Clair .....	Ohio	Yingling, Paul .....	Indiana
Myers, Mary .....	Ohio	York, Ethel .....	New York
Nelson, Donna .....	Indiana	York, Lauren .....	New York

## SUMMARY

Graduate Students .....	4	Unclassified .....	5
Seniors .....	25	Music .....	79
Juniors .....	42	States represented .....	18
Sophomores .....	45	Foreign countries represented ....	1
Freshmen .....	84		

## ENROLLMENT BY STATES AND COUNTRIES

Connecticut .....	1	Minnesota .....	1
Florida .....	4	New Jersey .....	3
Illinois .....	3	New York .....	29
India .....	3	North Dakota .....	1
Indiana .....	122	Ohio .....	21
Iowa .....	4	Pennsylvania .....	17
Kansas .....	3	South Dakota .....	4
Kentucky .....	1	Washington .....	1
Massachusetts .....	1	Wisconsin .....	2
Michigan .....	15		